



# P R I S M

Grade 1  
August 2023

# Message from the Head of School - IB PYP

Dear Parents,

Greetings from The Gaudium!

We are well settled into the new academic year and continue with our learning journey ahead!

In our daily schedule of work, we often miss wondering and inquiring about things that we see around us. I was recently reading a short story which lead me to connect inquiry to being an integral part of our lives.

Once upon a time, the tortoise used to follow a set of children to visit an elderly woman who lived in a remote village. One day, the children were invited by the woman to spend the night with her. The tortoise decided also to go with them. The woman entertained the children with songs and stories.

Everyone was excited as they volunteered to help the woman do her house chores. While some swept, others were busy dusting, cleaning and washing. After the activities, everyone was tired because the woman's compound was large. The woman then presented the children with plates of porridge in appreciation of their efforts. The porridge was delicious and everyone asked for more. The old woman made sure everyone was satisfied. But the tortoise, even though was given extra, was not happy after all.



While everyone slept, the tortoise went secretly to the kitchen where the pot of porridge was kept. He sat down and started eating. The sound of the cover of the pot woke up the old woman who thought a thief had entered the house. She went into the kitchen with a pestle and started hitting the tortoise on his back. At first, the tortoise did not say a word, but when the woman had already broken his backbone, he had to voice out that it was him.

# Message from the Head of School – IB PYP

All the children later woke up and blamed the tortoise for his behaviour. The tortoise had to return home with a broken back. That is why, till today, the back of the tortoise remains broken, and he has to walk slowly.

(Acknowledgement-

<https://anikefoundation.org/african-folktales/the-tortoise-and-the-pot-of-porridge>)

Inquiry-based learning encourages students to think critically about the information they are presented with. They are asked to question the information and develop their own solutions. When students are given the opportunity to explore a problem independently, they often come up with creative solutions. But most importantly it helps connect learning to the real world. It encourages students to develop their abilities to ask questions, design investigations, interpret evidence, form explanations and arguments, and communicate findings.

We, at The Gaudium School, continue with our learning journey following inquiry as our leading pedagogy, encouraging students to identify problems, seek information, gather data, interpret, share and draw conclusion to predict the possible solution.

To support inquiry learning at home, make simple changes. You can have an inquiry table with objects from around the house to spark curiosity instantly in your child. Allow him/ her to observe what's around them. Taking walks and playing in the park, are some fun ways to observe, and be mindful of the world around them. You can be a co-learner with your child to increase his / her engagement. Co-learning provides great opportunities to take ownership of their curiosity and seek new information.

Looking forward to our continued collaboration!

Warm regards,

Anjalika Sharma

Head of School-IBPYP



# Message from the PYP Coordinator's Desk

Dear Parents,

Greetings from The Gaudium!

The past month has been incredibly exciting at our school as most of our students have experienced the path of "What it means to be a leader?"

We believe leadership is a skill that can be nurtured. One of the key developmental pillars of our Happy Mind Model is Global Leadership. For us, Global Leadership is far beyond the traditional conceptions of authority and influence. It includes a holistic development approach that focuses not only developing academic skills but also personal growth, with key values like honesty, empathy, and cultural awareness at the forefront. This leadership paradigm incorporates mindfulness and well-being, understanding that self-awareness and mental health are necessary for effective decision-making. To nurture our students into global leaders, our students of Grade 5 went through a rigorous selection process where each student's voice was heard. Students were selected to serve as sports, cultural and house prefects.

Some of the engagements that our students will be participating and developing the leadership skills are



We explicitly give our student council members the opportunity to grow in the IB's seven leadership (link)competencies and become self-directed learners. They participated in a 'Student Council Leadership Training Camp' led by Capt. Mohit Tomar focused on developing strategic planning, cultural capability, Entrepreneurial capability, reflective capability and many more.

**Student Led Events:** Students will be empowered to plan and organize events such as cultural celebrations, sports events etc.

# Message from the PYP Coordinator's Desk

**Student Led Assemblies:** Students will be taking up the responsibilities of leading assemblies and celebrating the achievements of individual students or school as a whole.

**Student Mentoring Programme:** Members of the student council will be involved in mentoring programmes where they will be mentoring and providing academic, social, and emotional support to our young students.

Along with the above-mentioned engagements, our students will be part of the regular meetings with various stakeholders, which will serve as a platform for open communication, fostering a collaborative environment in which students will share their suggestions or concerns in order that the school is aligned with the diverse needs and perspectives of various stakeholders and ultimately contributing to the school's growth in all aspects.

The path to leadership is paved with a variety of experiences. experiences that are joyful and challenging at the same time. I still recall those times when I first took up the leadership role as a 'Team Leader'. Journey from a team leader to 'PYP Coordinator was of-course not easy. I would give credit to my mentors and to the culture that helped me to strive as a leader. Our large school community has many leaders with rich experiences who can guide and mentor our young students. Our school culture resonates the values of leadership for learning. Our students could translate our vision into action.

I wish all the best to all elected members of the student council 2023-24!

Looking forward to our continued collaboration!

Warm regards,

Meera Chhabria

IB PYP Coordinator





# School Philosophy – 5 Developmental Pillars

## Mindfulness and Well-being

The students and teachers engaged in various mindfulness activities like Square breathing, Count your breath, Balloon breathing and Rock-A-Bye Breathing. They engaged themselves and practiced a range of mindful movements by mindful walking, Tree pose and Deep relaxation. Students enjoyed practicing sense awareness through senses countdown.



Students practiced self-awareness through various scenarios on managing emotions. They further explored Heartful phases for self and peers, Being grateful to the things around them through bubble of gratitude to inculcate mindful thinking.

Students had group awareness sessions by the School counsellors on similarities and differences between ourselves.

# School Philosophy – 5 Developmental Pillars

## Core Values

In the month of August, students engaged in various activities to understand and embody the core value of respect. Through skits, reflective drawings, videos, and discussions, they explored the multifaceted aspects of respect – honouring others, valuing resources, and nurturing our learning spaces. This holistic approach helps to nurture the young minds towards becoming responsible global citizens who care for the world.



Embracing The Gaudium philosophy of respect, students created an admiration chart and engaged in mutual appreciation, nurturing a supportive environment. During assemblies and special events like Independence Day assembly, our students put their understanding of respect into practice, realizing that honouring our flag and anthem is respecting our country.





# School Philosophy – 5 Developmental Pillars

## Holistic Excellence

As a part of holistic excellence, students started reading Oxford Reading Tree books. They enjoyed reading stories and shared their reflections. Students had a session with the school nurse Ms. Jyotsna about First Aid. They focused on – What is first aid? Why is it important to learn about first aid? Students acquired the knowledge and confidence to prevent harm and provide support to those in need. Students also watched a video on personal hygiene and how they can take care of the same.



Students also had a session on the importance of dental hygiene. They watched a video and shared how we can take care of our teeth. Students also understood the steps of brushing teeth and how brushing teeth is an integral part of personal hygiene.





# School Philosophy – 5 Developmental Pillars

## Stakeholder Engagement

Students attended special assembly to celebrate Independence Day.

Students enthusiastically participated in the 'National Sports Day' celebration



## Global Leadership

We celebrated the Investiture Ceremony for the Academic Year 2023-24. Our honorable Director Ms. Keerthi Reddy, CEO Mr. Rama Krishna Reddy, and our Heads of School Ms. Anjalika Sharma and Ms. Sudheshna Chatterjee graced the occasion with their presence.

# Professional Development

## Curriculum:

The new team of the PYP teachers had an interactive session with **Ms. Anjalika Sharma, Head of School – IB PYP** about the IB curriculum framework. The IB education provides an overview and explanation of our educational philosophy. It explains how the IB mission and philosophy shape and drive the 4 programmes – IB Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and Career-related Programme (CP). The four foundational and interrelated elements that are central to all IB programmes–

1. International-mindedness
2. The IB learner profile
3. A broad, balanced, conceptual and connected curriculum
4. Approaches to teaching and learning

An IB education fosters international-mindedness by – Reflecting on own perspective, culture, and identities, as well as those of others, through multilingualism encourages a focus on global engagement and meaningful service to the community. IB programmes offer a broad and balanced range of academic studies and learning experiences. They promote conceptual learning, create frameworks within which knowledge can be acquired, and focus on powerful organizing ideas that are relevant across subject areas and that help to integrate learning and add coherence to the curriculum. Students explore six transdisciplinary themes of global significance: who we are; where we are in place and time; how we express ourselves; how the world works; how we organize ourselves; sharing the planet.

# Professional Development

## Approaches to Learning (ATL)

The teachers attended a session lead by **Ms.Meera Chhabria, PYP Coordinator** on -Approaches to learning (ATL) . The session was grounded in the belief that learning how to learn is fundamental to a student's education. Through a variety of strategies, teachers collaboratively plan for implicit and explicit opportunities to develop ATL both inside and outside the programme of inquiry. By combining ATL and the attributes of the learner profile, PYP students become self-regulated learners. Self-regulated learners are agents of their learning.

They know how to:

- set learning goals
- ask open-ended questions
- generate motivation and perseverance
- reflect on the achievement
- try out different learning processes
- self-assess as they learn
- adjust their learning processes where necessary



# Professional Development

## Play :

This professional development session was conducted by **Ms. Ameer Unnissa – IB PYP – Associate Coordinator**. Play is highly adaptive, involves choice, promotes agency, and provides rigorous opportunities to inquire into important concepts and personal interests. Through play, children actively construct meaning from their interactions with their physical and social worlds. Teachers interact with students while observing, monitoring, and documenting their learning. During uninterrupted time for play, teachers initiate a range of intentional learning experiences, offering support and feedback when needed. Teachers in the PYP early years support play through:

- creating and maintaining engaging learning spaces
- scheduling uninterrupted time for play in both indoor and outdoor spaces
- noticing students' emerging thinking processes, interests and theories, and responding in ways that extend learning
- monitoring and documenting students' learning and development during play, and Offering appropriate scaffolded learning experiences for individual students and small groups.

## Classroom Strategies:

**The ILD team – Ms. Nainitha Dhulam, Ms. Hadiya, Ms. Prutha, and Mr. Satish** conducted a session on the challenges faced by teachers in the classrooms and strategies to deal with student's needs



# 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. **Ms. Jyothi Bhatt, Grade 2 – Homeroom teacher** conducted the session for teachers new to the PYP. Concepts help to build understandings across, between, and beyond subjects. We discussed and shared various learning engagements that worked well in our classes to understand the same. The PYP identifies seven key concepts that facilitate planning for a conceptual approach to transdisciplinary and subject-specific learning. Together, these key concepts form the component that drives the teacher- and/or student-constructed inquiries that lie at the heart of the PYP curriculum.

## Action in PYP:

Action in PYP was conducted by **Ms. Nishita, Grade 4 – Level Lead**. 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. We shared the 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

## Design Thinking:

Design thinking is a problem-solving approach that emphasizes empathy, experimentation, and iteration in the pursuit of creating innovative solutions. A design thinking session was led **by Ms. Seena Nair – Grade 4 Homeroom teacher and Ms. Rashi Karnatak, Grade 5- Level Lead**. Design Thinking encourages teachers to take a more experimental approach to teaching. Design thinking is a collaborative process and a human-centered approach to problem- solving that is innovative, iterative, and practical. Design thinking brings the IB's mission – to develop inquiring, knowledgeable, and caring young people who create new ideas to solve real-world issues. It provides students enough time to think, observe, experiment, test, re-design, reflect, and celebrate their innovations. Design thinking helps students to come up with sustainable solutions and strengthen our student-led inquiry which helps them to develop approaches to learning and teaching. We ended our session by sharing a few classroom examples where the students came up with their innovative ideas.

## Storytelling:

The session on art of storytelling was conducted for the teachers of Early years by **Ms. Zehra Sultan, subject lead – English**. The objective was to reinforce how facilitators can structure, craft, and deliver spin-amusing tales using diverse tools and techniques. It was a creative session with enriching hands-on and mind-on activities. The workshop intended for the participants to strengthen their knowledge about storytelling which not only evokes literacy skills, it embellishes cognitive, social, and emotional development. Therefore, this engagement must be turned into a memorable narrative with a creative setting, interesting characters, and a thrilling plot.



# Professional Development

## Learning Environment & Collaboration:

A session on “Learning Environment” and the collaboration was conducted by **Ms. Praveena, Grade 3 – Level Lead, and by Ms. Amara Vijayan, PYP – Associate Coordinator.** The session focused on providing opportunities for children to interact with each other and a range of materials. A learning environment is the context in which learning happens. It occurs in environments that promote collaboration and a shared sense of purpose and belonging. It also inspires creativity and innovation. Learning environments include pedagogy, safety, social and emotional well-being, as well as the virtual and physical spaces where learning occurs. Collaboration supports the learning community in understanding how the expertise and perspectives of individuals contribute to the fusion of knowledge and discoveries. Through sustained collaboration, members of the learning community develop:

- openness towards other perspectives
- engagement with ideas different to one’s own
- respect for the contribution of other subjects to the inquiry
- appreciation for rigour in debate and discussion
- appreciation for collective interpretation and reinterpretation of knowledge.

## Oxford Reading Tree (ORT):

ORT helps students to develop oral language skills, prediction, sequencing, ability to relate to the pictures, understanding the story structure, vocabulary, etc. The session on ORT for the teachers of early years and grade 1 was conducted by **Ms. Zehra Sultan, subject lead – English.** We collaborated and discussed how to ask questions, encourage reading every day, introduce the characters, etc. We ended the session by discussing the importance of shared reading, guided reading, and independent reading through a few classroom examples. We also discussed the importance of reading comprehension and how it helps in students learning followed by sharing a few strategies.



# Professional Development

## Jolly Phonics:

The teachers of Early Years and Grade 1 had a session on Jolly Phonics with **Ms. Meera Chhabria, PYP Coordinator**. Jolly Phonics is a scientific way to teach reading and writing, fun to teach and suitable for young children, Blending and segmenting are taught alongside, extra practice sessions using word boxes, word strips, etc. giving a tremendous amount of practice, and the majority of students learn through Jolly phonics reportedly learn to read and write at a very early age; thus, it is a fast-paced program, helpful with spelling development, students' confidence and fluency in reading increases. The basic skills include learning the letter sounds, learning letter formation, blending (for reading), identifying the sounds in words (for writing- segmenting), and tricky words. We ended our session with the importance of learning the letter sounds, vowel sounds, and types, and steps to introduce a letter.

## Planning Grid, DUP & Portfolios:

The new team members had a session on the importance of Daily Unit Planning (DUP), weekly grid, and the importance of portfolio conducted **by Ms. Amara Vijayan, IB PYP - Associate Coordinator**. The daily unit plan and the weekly grid helps them to collaborate and plan the learning engagements based on the conceptual understanding, reflection strategies, key concepts, ATL, learner profile, etc. The portfolio helps students to demonstrate their journey of learning and to reflect on the same, enable their voice, choice, and a sense of ownership of their learning, monitor and record progress, showcase evidence of learning and conceptual understanding over time, and progressive development of ATL and the attributes of IB learner profile.



# Learning and Teaching – This Month

## Unit of Inquiry

### Transdisciplinary Theme

How we organize ourselves

### Central Idea

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

### Lines of Inquiry

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

### Key Concepts

Form, Perspective, Function

### IB Learner Profile Attributes

Inquirers, Communicators,  
Knowledgeable, Caring

## Unit of Inquiry

While inquiring into third line of inquiry, the young learners delved into fascinating world of systems and communication. They discussed the meaning of systems and identified various types of systems from their daily lives. Students could connect that communication is also a type of system and attended a special guest talk session from parent relation team. This session helped our students understand the importance of effective communication systems in day-to-day life interactions. Students also explored how technology has changed the way we communicate while looking back into types of communication. This further led to the understanding that signs and symbols facilitate communication locally as well as globally. As we approached the end of the unit, students were assessed on their learning and they shared their reflections.



# Learning and Teaching – This Month

## Unit of Inquiry

### Transdisciplinary Theme

How the world works

### Central Idea

The design of building and structures is dependent on a range of factors

### Lines of Inquiry

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

### Key Concepts

Function, Connection, Responsibility

### IB Learner Profile Attributes

Inquirers, Open-minded, Caring

## Unit of Inquiry

Students started the second unit of inquiry under the theme 'How the world works' and began the journey with an engaging provocation and prior knowledge assessment task. As part of the task, students observed two pictures and talked about the terms building and structures. They shared what each term means to them and what are the things they already know about buildings and structures. Further, students found the dictionary meaning and co-constructed the definition for buildings and structures. Students shared the similarities and differences between a building and structure and showed their understanding by sorting the given examples as buildings or structures. Taking the inquiry further, students looked at various factors that people take into consideration before building any structure by analysing various examples of buildings in and around the world.



# Learning and Teaching – This Month

## Transdisciplinary Language

Students made transdisciplinary connection with adjectives while describing various buildings and its shapes and designs. Students further connected with common and proper nouns while sharing the examples of various famous buildings and structures around the world. Students sorted the words to nouns, verbs and adjectives. They also framed sentences using nouns and adjectives.

They continued with the weekly spelling assessments. Students practiced reading and writing sight words, phase 3 and phase 4 sounds of Jolly phonics to enhance their vocabulary and grammar.

Students also had read aloud sessions which helped them to enhance their vocabulary and listening and speaking skills.

## Transdisciplinary Math

Students made transdisciplinary connection with shapes while describing buildings and structures. Students engaged in sorting of shapes and connected with 2D and 3D shapes. Students listed the differences between 2D and 3D shapes. They shared the properties of shapes and counted the faces, edges and vertices. Students also connected with patterns while describing the design of buildings.

While inquiring into factors that people consider while constructing a building or a structure, students connected with the concept of money. They identified different currency notes and coins of India and shared commonly used currencies such as dollar and pound.

Students continued with mental Math where they identified the place values of the given numbers, comparison of numbers, ascending and descending order. Students also solved problems in addition and subtraction.



# Learning and Teaching – This Month

## Telugu

Students learned letters E, Ee, Ga, Gha, Inya, Cha, Chha and the related words that begin with these letters. They practiced identifying pictures and learned their names. Students enjoyed listening to stories and learned numbers 1 to 10 in telugu by reciting the rhyme okati okati okati manavulantha okati. They also learned to recite various rhymes and poems like ganta rhyme, gangigovu palu poem and chandamama rave.

## Hindi

In August, students engaged in various activities related to the letter "Ga" and "Gha". They watched a PPT with audio and shared the names of objects that has the letter Ga and Gha. Students practiced writing the "Ga" and "Gha" letter in their notebooks and learned the poem "Aalu kachalu." They also engaged in show and tell with objects related to these letters.

## French

In the month of August 2023, students continued learning alphabets along with words related to them. Students were introduced to numbers in French from 1 to 10. Students also reinforced all colours in French. They learnt how to pronounce the colours and its spellings. Students also reinforced basic greetings in French.

## Spanish

During the month students learned how to read and write family tree, seasons, colours, days of the week, months of the year and body parts through songs, videos and writing engagements.





# Learning and Teaching – This Month

## Drama

Students were assigned various characters to analyse their characteristics, emotions, backgrounds, and cultures, among other aspects, through the lens of body language. They explored the significance of body language and gained insights into its elements through the examples of performances they have observed.

Students watched videos of theatre and drama performances, performed by children. They reflected on these videos and discussed various elements of drama. Further, students paired up with their peers and enacted a story of their choice.

## Music

Students learnt about basic instrument families like percussion, string and wind instruments. They observed instruments like flute, guitar, drum etc. and shared their observations. They also shared the similarities and differences among the instrument families.

## PE

Students practiced basic warm up exercises. They inquired about athletics and participated actively in discussions about track and field. Students explored proper techniques of jogging. Further, they watched pictures and videos based on running and shared their findings about it. They discussed proper techniques of running and practiced doing different variations of running like zig-zag run, shuttle run etc.



# Learning and Teaching – This Month

## Visual Art

Students explored colours and the colour wheel. They shared its importance and the reasons for the placement of the colours on the colour wheel. During the process of understanding the colour wheel, the students explored the warm and cool colours, and the reason why they are called as warm or cool colours. Students created artwork using warm colours and cool colours and tried blending techniques while creating their artwork.

## Dance

Students practiced basic warm up exercises. They learnt basic dance movements for their chosen music and practiced those movements.

They also reinforced various elements of dance and discussed about four dance forms i.e., Ballet, Kathak, Kathakali, and Bharatanatyam.

Students enthusiastically participated in the discussions on their origins and basic differences between these dance forms.



# Learning and Teaching - This Month



# Learning and Teaching – Month Ahead

## **Transdisciplinary Theme**

How the world works

## **Central Idea**

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

## **Lines of Inquiry**

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

## **Key Concepts**

Connection, Responsibility, Function

## **IB Learner Profile Attributes**

Inquirers, Open-minded, Caring

## **Unit of Inquiry**

Students will continue learning further about various factors that need to be considered while building a structure and will explore examples of various ancient architectures like Egypt, Roman, Indian etc. while inquiring about indigenous architecture.

Further, they will inquire into ways buildings impact the environment. They will find information about sustainable practices and connect with UN sustainable development goals. Students will also engage in the Design Thinking process and identify a problem related to buildings and structures.





# Learning and Teaching – Month Ahead

## **Transdisciplinary Language**

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

Students will be introduced to articles and prepositions. They will also explore cause and effect while learning about impact of building on the environment.

## **Transdisciplinary Math**

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

## **French**

Students will be introduced to names of fruits and will associate fruits with colours in French.

## **Spanish**

Students will learn and explore names of fruits, vegetables and animals in Spanish.

## **Telugu**

Students will continue practicing letters learnt till now. They will frame words using the letters learnt.

## **Hindi**

Students will be introduced to letters ch, chha, j, and jh. They will identify the objects that starts with these letters.



# Learning and Teaching – Month Ahead

## **Drama**

Students will explore 9 different emotions and practice identifying and connecting these 9 types of emotions through examples from real life situations. Students will further reflect on how different parts of their body can reflect and convey emotions and will inquire about how their faces effectively communicate emotions and expressions.

## **PE**

Students will inquire into jumping and will learn about on the spot jumping, jumping from one place to other and standing broad jump.

## **Dance**

Students will continue learning new set of movements for the given music. They will practice performing the movements for the count of eight.

## **Visual Art**

The students will make idols of Ganesh for Ganesh Chaturthi or choose models for a better understanding of the types of art, its importance and real-life connections. The students will revisit the element of art – shapes. They will inquire about different types of shapes like 2D & 3D shapes, organic and geometric shapes. The students will explore the similarities and differences between shapes and their usage in the artwork. Further, they will co-construct the assessment task and the criteria to show their learning about colours.

## **Music**

Students will learn further about family of string instruments. They will learn and practice the Indian language song 'Hum Honge Kamiyab'.



# Happenings Month Ahead

Events	Date
Teacher's Day	5 <sup>th</sup> September
Krishna Ashtami - Holiday	7 <sup>th</sup> September
International Literacy Day	8 <sup>th</sup> September
International Mindfulness Day	10 <sup>th</sup> September
Field Trip - Grade 1	13th & 14th September
PYP – 1 <sup>st</sup> Student Led Conference (EY to Grade 1)	16 <sup>th</sup> September
Vinayaka Chaturthi Holiday	18 <sup>th</sup> September
World Gratitude Day	21 <sup>st</sup> September
International Day of Peace	21 <sup>st</sup> September
Miladun Nabi / Ganesh immersion holiday	28 <sup>th</sup> September
PYP – 1 <sup>st</sup> Student Led Conference (Grade 2 to 5)	30 <sup>th</sup> September

## Our website:

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

## Events link:

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

## Facebook : For daily updates please like the page.

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

