



P R I S M

Grade 3
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

'A healthy mind in a healthy body'

-Mindfulness promotes awareness of our senses and rejuvenates us. It relaxes our body and increases mental strength. Students were engaged in different kinds of mindfulness sessions like awareness of feelings and emotions, sense countdown and mindful walking. They demonstrated mindful thinking such as heartfelt phrases, positive quotes-Happiness is..



They displayed balloon breathing and rock-a-bye breathing. They were also engaged in mindful walking. Students enthusiastically participated in all the mindfulness sessions as a part of their daily routine. Practicing mindfulness encouraged the students to stay more focused with greater attention span and overall development.

School Philosophy – 5 Developmental Pillars

Global Leadership

The Investiture Ceremony for the Academic Year 2023-24 was truly an exuberant occasion that signified the reliance and confidence that the school passed on in the newly elected leaders. Our honorable director Ms. Keerthi Reddy, CEO Mr. Rama Krishna Reddy, Ms. Anjalika Sharma, Head of School IBPYP, and Ms. Sudeshna Chatterjee, Head of School-Middle and High School graced the occasion with their presence. It marked an important turning point in the academic year, as our parents, guardians, and friends joined us in celebrating the accomplishments of our student leaders during the Investiture event.



Holistic Excellence

As a part of holistic excellence, students continued reading novels in the homerooms and shared their reflections. As part of the life skill programme students watched a video on table manners and dining etiquette. Students also made lemonade –a fireless cooking item with an emphasis on the importance of safety in the kitchen. It helps students to work collaboratively and provided them with a platform to explore their curiosity and problem-solving abilities.



School Philosophy – 5 Developmental Pillars

Stakeholder Engagement

We celebrated the Independence Day on August 15. The school community came together with great pride to honour past sacrifices and foster aspirations for an equitable future. Students performed group dances and sang songs as a part of their Independence Day celebrations. National Sports Day was celebrated on August 29. The student sports achievers were felicitated. Students performed physical exercises. They reflected on the importance of sports in their lives. They discussed and shared that sports helped them to build various skills.



Core values

The core value for the month, 'respect', was inculcated in various ways. Students discussed the meaning of respect that is "admiration and regard." We admire the qualities and regard the achievement."

Students watched short videos and read stories on respect. They created cards to show respect towards others. They played different games related to respect. Students also shared their views about the same in the assembly.



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

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.

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

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.



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.

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.

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.

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

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.

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.

Learning and Teaching – This Month

Transdisciplinary Theme

Sharing the planet

Central Idea:

People make choices to support the sustainability of resources.

Lines Of Inquiry:

- Distribution and use of finite and infinite resources (function)
- Cause and effect of people's choices on resources (causation)
- Ways to sustain resources (responsibility)

Key concepts:

Function, responsibility, causation

Related concepts:

Lifestyle, resources, waste

Unit of Inquiry

We started the new unit of inquiry under the transdisciplinary theme 'Sharing the planet'. In this unit, during the provocation task students were given a choice of anyone station from the given four – Write a story, make a drawing, create a structure (using blocks), and describe the things from the trays (leaf, sand, water).

Students made connections with the words 'resources' and 'choices'. They researched about the meaning of the words using a dictionary. They went on a nature walk in the school premises to understand different types of resources. They discussed natural resources and further classified them into finite and infinite resources.



Learning and Teaching – This Month

Students inquired into the distribution of resources and identified the allocation of different resources on the world map. Students connected their learning to safeguard these resources through design thinking.

Transdisciplinary Language

Students made transdisciplinary connections with root words -suffixes and prefixes. They made the connection with question words in connection to resources. They explored synonyms, antonyms, and adjectives. Students further made connections with cause and effect as they conducted research and identified challenges or problems in the natural resources.

Students continued to learn new vocabulary through weekly spelling lists and had their spelling assessments. They engaged in continuous read-aloud sessions with their buddy partners and used different strategies in their respective homerooms.

Transdisciplinary Math

Students continued doing mental Math every day to enhance their critical thinking skills and mental strategies to solve the problems.

Students made transdisciplinary connections with map pointing, percentages, balancing equations, and mathematical operations like addition, subtraction, multiplication, and division. They made connections with odd and even numbers. Students engaged in various learning engagements.



Learning and Teaching – This Month

PE

Students were asked to list out athletics events that they had seen, heard, and participated in to understand their prior knowledge of athletics. Students explored pre-athletics (Running, Jumping, Throwing)

Music

Students had their prior knowledge assessment and continue to take part in vocal and instrumental jam sessions.

Students were introduced to the terminology of art and artist.

Students identified the difference between fine arts and performing arts and the artists who are famous in those particular art forms.

Drama

Students worked on the following areas demonstrating the attribute of a communicator for the month of August.

- Story
- Plot sequencing

Visual Arts

Students revisited the elements of art. They were introduced to the principle of art -Balance.

Students made a real-life connection with the principle of art. They were introduced to three types of Balance-symmetrical, asymmetrical, and radial balance.

Using balance they made a paper craft (Pape Picado) which is part of Spanish culture along with making connection with the Indian art form Rangoli and Mehendi.



Learning and Teaching – This Month

Hindi

Students sorted nouns from the poem, and recited a poem. They read a short Panchatantra story and framed questions related to the story. They framed sentences using nouns from the story.

Students listened to poetry about animals. They recited the poem and had their peer assessments. They also had their reading assessments.

Students also had their spelling assessments to enhance their vocabulary. They tried to share the meaning of the word and use it to describe a real-life experience with an animal/ a story/ a poem/ a drawing etc. of their choice.

Students reflected on the attributes of the learner profile and the approaches to learning that they demonstrated during their learning.

Telugu

Students were introduced to the literature and their characteristic features. Students read various stories and poems and identified their forms of literature. They had various learning engagements related to the same.

Students shared the stories and identified the elements – title, characters, plot, setting, and problems. They noted down the key points from the story, and they learned the vocabulary and meanings and had spelling assessments.

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

Learning and Teaching – This Month

Spanish

Students continued to learn the alphabet, how to spell their names and ask names in Spanish. They also learned how to introduce themselves and others by name, age, language, place, some professions, number (0 to 30), etc. Students learned the questions to ask and reply in Spanish. In addition to this, they have learned the subject pronouns and conjugations of the irregular verb “SER” and the regular verb “VIVIR”.

French

Students introduced themselves and continued to learn others by name, age, language, place, some professions, etc. They learned the questions to ask and reply in French. They learned the subject pronouns and conjugations of the irregular verb “etre” and the regular verb “habiter”.

Students shared the approaches to learning and the attributes of the learner profile that they have demonstrated during their learning.

PE

Students were asked to list out athletics events that they had seen, heard, and participated in to understand their prior knowledge of athletics. Students explored pre-athletics (Running, Jumping, Throwing)

Drama

Students worked on the following areas demonstrating the attribute of a communicator for the month of August.

- Story
- Plot sequencing



Learning and Teaching – This Month

Music

Students had their prior knowledge assessment and continue to take part in vocal and instrumental jam sessions.

Students were introduced to the terminology of art and artist.

Students identified the difference between fine arts and performing arts and the artists who are famous in those particular art forms.

Visual Arts

Students revisited the elements of art. They were introduced to the principle of art –Balance.

Students made a real-life connection with the principle of art. They were introduced to three types of Balance-symmetrical, asymmetrical, and radial balance. Using balance they made a paper craft (Pape Picado) which is part of Spanish culture along with a connection with the Indian art form Rangoli and Mehendi.



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching – Month Ahead

Transdisciplinary Theme

Sharing the planet

Central Idea

People make choices to support the sustainability of resources.

Lines Of Inquiry

- Distribution and use of finite and infinite resources
- Cause and effect of people's choices on resources
- Ways to sustain resources

Key concepts

Function, responsibility, causation

Related concepts

Lifestyle, resources, waste

Transdisciplinary Theme

How we organize ourselves

Central Idea

People create organizations to solve problems, support human endeavor and enterprise.

Lines of Inquiry

- Types of organizations
- Reasons people join organizations
- Purpose of organizations

Key Concepts

Function, form, causation

Related concepts

work, collaboration, service, entrepreneurship



Learning and Teaching – Month Ahead

Unit of Inquiry

Students will discuss the importance of a design thinking and will work on their journal under the theme ‘sharing the planet’. They will explore sustainability of resources and understand the local and global challenges. They will inquire about the cause and effect of choices that people make.

Students will discuss different ways to sustain resources and share the importance of saving these resources. They will define the problem that they have come up with during the Design Thinking process and share the possible solutions to solve the problem. Students will be going on a field trip to get a deeper understanding and enhance their knowledge of the sustainability of resources.

Students will begin their third unit of inquiry under the theme of how we organize ourselves.

They will inquire into different types of organizations like national and international organizations – Government and NGOs, etc.

They will explore the structure of an organization to understand how it works. As each organization has its purpose, students will explore different organizations to know the purpose of the organization.

Transdisciplinary Language

Students will make possible connections with compare and contrast, synonyms, and predictions. They will look into questioning words and cause and effect while doing Design Thinking.

Students will make connections with sequence writing, and continue with descriptive writing.



Learning and Teaching – Month Ahead

Transdisciplinary Math

Students will continue to inquire into percentages and identify the rules to find various percentages. They will connect with data handling while inquiring about resources. Students will look into collecting data, analysing, interpreting, and presenting the data in different forms.

They will collect data related to various resources and use bar graphs, line graphs, and double line graphs to read and interpret the data.

Students will continue with mental Math practice and solve the problems. They will make connections with arranging numbers in ascending and descending order, odd and even numbers.

They will further discuss the steps of problem-solving, writing statements and continue to work on solving various word problems.

French

Students will learn about some nationalities and countries. They will learn the prepositions for places like “en, au, aux, and a” to express where they live. Students will learn “ER” regular verbs like “parler, aimer, visiter” etc.

Telugu

Students will continue to read stories and learn new vocabulary. They will have spelling assessments. Students will also learn about the nouns.

Spanish

Students will inquire into prepositions for places like “EN, DE” to express where he/she lives. They will also learn about “AR” regular verbs like “HABLAR, GUSTAR, CANTAR” etc. Students will learn about some nationalities and countries.



Learning and Teaching - Month Ahead

Hindi

Students will listen to the story- Bal Kahani and list down their observations and wonderings using the strategy- I see/ I think/ I wonder. They will share their perspectives. Students will share what makes the story different and will identify the repetition of nouns followed by their reflections. They will define the word- Saravanam/ pronouns. Students will write down pronouns they have heard/used often. They will try to write a short story/paragraph/sentences using them. Students will learn and recite the poem followed by the peer assessment.

Visual Arts

Student will be exploring the new medium of Art- Pencil. They will learn different techniques of pencil shading along with object drawing /still life/landscape.

Drama

Students will work on the following areas demonstrating the attribute of Inquirers and thinkers for the month of September.

- Identifying plot
- Story writing.

PE

Students will watch videos of various running, and starting positions at athletic track events. They will work on crouch start position during athletic track events.

Music

Students will continue to take part in vocal exercises and instrumental jam sessions. They will inquire into prominent artists of the respective art forms which will help them to know the history of artists/ art.



Happenings Month Ahead

| Events | Date |
|--|---|
| Field Trip – Grade 3 | 1 st & 3 rd September |
| Teacher's Day | 5 th September |
| Krishna Ashtami - Holiday | 7 th September |
| International Literacy Day | 8 th September |
| International Mindfulness Day | 10 th September |
| PYP – 1 st Student Led Conference (EY to Grade 1) | 16 th September |
| Vinayaka Chaturthi Holiday | 18 th September |
| World Gratitude Day | 21 st September |
| International Day of Peace | 21 st September |
| Miladun Nabi / Ganesh immersion holiday | 28 th September |
| PYP – 1 st Student Led Conference (Grade 2 to 5) | 30 th 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/>

