



# P R I S M

Grade 5  
August , 2023

# School Philosophy – 5 Developmental Pillars

## Mindfulness and Well-being

Students and teachers have been practicing mindfulness every day. As a part of mindfulness learning engagements, the students practiced five-finger starfish breathing, hissing breathing, bunny breathing, mindful walking followed by their reflections.



Students practised deep relaxation, texture I can feel, and shared the benefits of the same. They actively participated in group discussions.

Well-being sessions on self esteem was organised for the students. This helped them reflect and build confidence in them.

# 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

## Core Values

The core value for the month, 'respect', was inculcated in various ways. The students discussed the meaning of respect..They shared respect means "Admiration and regard." we admire the qualities and regard the achievement." Students watched short videos and read stories on respect. They created admire cards to show respect toward others. They played different games related to respect.



## Holistic Excellence

As a part of holistic excellence, students continued reading novels in the homerooms and shared their reflections. During the life skills session, students made lemonade emphasizing the importance of safety in the kitchen. It helped them develop skills and provided students opportunity to explore their curiosity and problem-solving abilities. They carefully squeezed fresh lemons, measured sugar, salt, and water, and mixed the ingredients in a large container. Students discussed and came up with the importance of non-fire cooking.





# School Philosophy – 5 Developmental Pillars

## Global Leadership

Investiture Ceremony for the Academic Year 2023-24 was a truly exuberant occasion that signified reliance and confidence that the school consigns in the newly elected leaders. Our honourable 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. Donning the mantle of leadership and responsibility, the young leaders pledged to sustain their dedication to support as a bridge between the teacher and the students.



Our Student Council members got an opportunity to take part in the Students Council Leadership Training Camp, led by Capt. Mohit Tomar who is a Mountaineer, Entrepreneur, and Author. He possesses a profound understanding of human potential and is devoted to nurturing personal and Leadership growth. Under the guidance of Capt. Mohit Tomar, the students developed collaboration and team building skills.

The student council members took part in different learning engagements which helped them to understand that leadership provides guidance, creative thinking, critical thinking, collaboration, and communication to achieve a common goal.



# School Philosophy – 5 Developmental Pillars

## Stakeholder Engagement

On August 15, Independence Day was celebrated. The school community came together with great pride to honour past sacrifices and foster aspirations for an equitable future. Students performed a group dance and sang a song to celebrate independence day.



International Sports Day was organised on August 29. The students sports achievers were celebrated .

Students performed some physical exercises.

Students also reflected on the importance of sports in their lives.. They discussed and shared that sports helped them to build various skills.



# 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

Where we are in place and time

### Central Idea

Exploration leads to discoveries, opportunities and new understandings.

### Lines of Inquiry

- Reasons for exploration
- Changes in exploration over time
- Consequences of exploration

### Key Concepts

Function, Change, Causation

### IB Learner Profile Attributes

Communicators, Open minded, Knowledgeable, Inquirers

## Unit of Inquiry

Students inquired the consequences of explorations. They were able to make real-life connections with the impact of exploration on personal life and the world.

Students concluded that exploration changes over time. It has been motivated by a variety of factors, including a desire for knowledge, power, and wealth.

They were able to understand that the technology available to explorers has also evolved over time, from simple tools to advanced machines

Students shared that the impact of exploration has been both positive and negative, yet it has always been a force for change in the world.

They concluded the unit by co-constructing the end-of-unit assessment task, criteria, and assessment tool.



# Learning and Teaching – This Month

## Unit of Inquiry

### Transdisciplinary Theme

How we express ourselves

### Central Idea

People create or manipulate messages to target specific audience

### Lines of Inquiry

- Influence of images, text and music on target audience
- Critical evaluation of messages present in the media
- Ways people respond to Messages
- Role of media in messages

### Key Concepts

Function, Change, Responsibility

### IB Learner Profile Attributes

Thinkers, Communicators, Open-Minded, Principled, Reflective, Caring



## Unit of Inquiry

Students began the new unit of inquiry. They were shown a video and a picture. They had to share their understanding by using the strategy Think- Connect- Reflect.

They observed the given resources and came up with words such as News, Media, Advertisements, Website, Mass Media, Posters, Information, Communication, and Messages.

Students further identified the Transdisciplinary theme -How we express ourselves, under which the unit of messages is connected. They were able to share the reason for connecting the unit 'Messages' to the TD theme.

Students were given opportunities to demonstrate Agency while researching into meaning of messages, and types of messages. They will explore direct and indirect messages through various learning engagements to build a conceptual understanding of the images, text, and music that influence the target audience.



# Learning and Teaching – This Month

## Transdisciplinary Language

Students continued learning verbs and tenses. They identified different types of tenses. Various learning engagements on tense like quizzes, paragraph writing, identifying the tense of the texts, etc. These engagements helped students to practice using different tenses.

Students connected to direct indirect speech and message writing during the discussions. They also connected their learning to letter writing as a type of message. Students shared the similarities and differences between the formal and informal letter writing. While inquiring about types of messages, students connected to poems as a form of message.

They further connected to persuasive writing and debates while discussing the influence of messages on the target audience.

## Transdisciplinary Math

Students continued practicing speed, distance, and time sums and participated in various learning engagements to understand the concepts.

Students shared their prior knowledge of areas and perimeter. They discussed the relationship between length and breadth to derive the formula for area and perimeter. These formulas are derived using various mathematical methods. For example, the area of a rectangle can be thought of as splitting the rectangle into small squares and summing up their areas. Students calculated the perimeter of each shape by summing the lengths of its sides. They also inquired into specific formulas and derivations depending on the shape's characteristics and the mathematical principles used.

Students also connected to Angles when representing the area and perimeter of squares, and rectangles. They looked at types of angles, measuring angles, and construction of Triangles,





# Learning and Teaching – This Month

## Hindi

Students read poems and stories. They identified the characteristics of the stories. Students also discussed the differences and similarities between poems and stories. They identified new words and practised their meanings. They were introduced to antonyms and synonyms.

## Spanish

Students explored subject pronouns (yo, tu, ello) and conjugations of verbs “SER”, llamarse, and “ESTAR”. They learned and practiced vocabulary related to food and beverage which they use in their daily life. They connected to verbs related to food and beverages. Students practiced the partitive articles and their uses in connection to food and beverages.

## French

In this month, students learned the names of food and drink items used in daily lives. They learned the use of conjugation of verbs for food and drink items, and the use of partitive articles to express the quantity before nouns that are indivisible or uncountable through speaking and writing.

## Telugu

Students identified the features of the Eakankika. They were able to conclude that Eakankika is an important feature of literature. They practiced synonyms, antonyms and framed sentences using them.



# Learning and Teaching – This Month

## Drama

Students started discussing and finding about 'Physical Theatre'. They were engaged in various kinds of games, activities, improvisations, and scene work related to Physical Theatre. Students worked in groups, pairs and individually to inquire about physical theatre.

## Visual Arts

Students continued their inquiry on ancient art forms. They choose the art form they would like to draw. The students started an inquiry on modern art. They selected 2 modern artworks and wrote their interpretations and perspectives. They discussed the similarities and differences between art forms. Students shared their reflection on the attributes of the learner profile . They co-constructed their assessment task, tool, and criteria in the groups.

## Dance

Students learned and understood the importance of warm up, body stretching and its uses in basic movements. These learning engagements helped them to perform high range of movements as bounce legs movements and body hops.

## Music

Students continued to learn the song 'The Bare Necessities' with focus on the elements of music and reflected on the importance of singing in rhythm.

Students also discussed rhythm and the commonly used time signatures in music 4/4 and 3/4. They learned to identify the time signature of a song and revisited steady beat and pulse.

## PE

Students continued to explore and understand the different events of middle distance.(800m,1500m)

Students set their learning goals for the sprint and middle-distance events.

Students explored and experienced the start and finishing of the sprint, and middle-distance events.

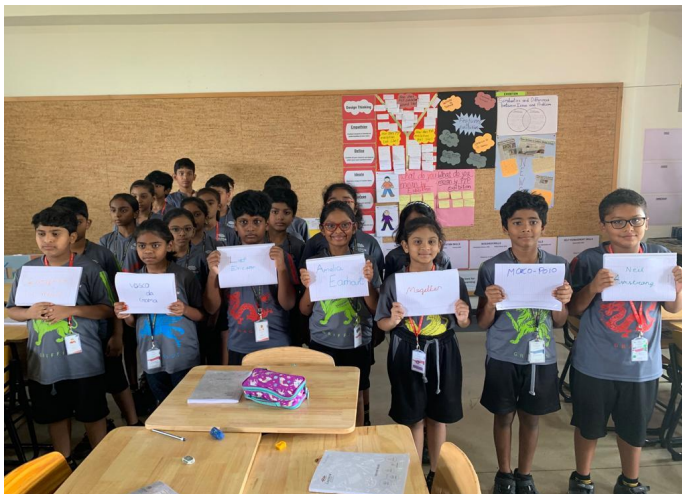


# Learning and Teaching - This Month





# Learning and Teaching - This Month





# Learning and Teaching - This Month





# Learning and Teaching – Month Ahead

## Unit of Inquiry:

5B,5C,5D,5E,5G,5H,5J,5K,5L

## Transdisciplinary Theme:

How the world works

## Central Idea:

Understanding of scientific knowledge is constantly evolving and has an impact on people's lives.

## Lines of Inquiry:

- Causes of advancement in scientific knowledge and understanding
- The role of technology in scientific understanding
- The effects of scientific advances on people and the environment

## Key Concepts:

Change, Connection, Responsibility

## IB Learner Profile:

Thinkers, Risk-takers,  
Knowledgeable

## Unit of Inquiry:

5A,5F,5I

## Transdisciplinary Theme:

Sharing the planet

## Central Idea:

Reaching a resolution during periods or moments of conflict is influenced by the actions and reactions of all involved

## Lines of Inquiry:

- Cause of conflict
- Purpose of human rights and equity
- Strategies used to resolve conflict and their consequences

## Key Concepts:

Causation, function, Responsibility

## IB Learner Profile:

Balanced, Open-minded, Thinkers,  
Communicators



# Learning and Teaching – Month Ahead

## Transdisciplinary Theme

How we express ourselves

## Central Idea

People create or manipulate messages to target specific audience

## Lines of Inquiry

- Influence of images, text and music on target audience
- Critical evaluation of messages present in the media

- Ways people respond to

Messages

- Role of media in messages

## Key Concepts

Function, Change, Responsibility

## IB Learner Profile Attributes

Thinkers, Communicators, Open-Minded, Principled, Reflective, Caring

## Unit of Inquiry

Students will explore the meaning of the words critical, evaluation, and analysis and make connections to critical evaluation of the messages. They will also explore the characteristics of messages. They will further look into the role of media in the representation of messages. They will assess the credibility of the source and, the reputation of the news organization.

Students will explore how media can be influenced by political, economic, or ideological agendas.

Students will further dive into the inquiry of different ways people respond and react to messages.

They will inquire into the differences between reacting and responding. They will co-construct the assessment task and criteria and reflect on the attributes of the learner profile that they have developed and the approaches to learning that they have demonstrated during various learning engagements.

They will further start with inquiry of the new unit.



# Learning and Teaching – Month Ahead

## **Transdisciplinary Language**

Students will connect to slogan writing, taglines, alliteration, and rhyming words.

Students will continue with poems, letter writing and descriptive writing.

Students will further practice writing letters, emails and paragraphs.

Students will co-construct the spelling list which will help them to enrich their vocabulary and excel in their reading and writing.

## **French**

Students will continue to learn the conjugation of verbs and partitive verbs. They will also learn the vocabulary for expressing time and the use of adverbs frequency.

## **Hindi**

Students will continue to learn dohe written by Kabir and Rahim Das. They will read biographies and share their reflections.

## **Transdisciplinary Math**

Students will continue their inquiry on data handling. They will explore different ways of collecting, analysing and interpreting data. They will collect data to find the target audience of various products. They might connect to fractions and percentages while critically analysing the messages.

## **Telugu**

Students will learn parts of speech, tenses, and idioms. They will continue to read Eakankika. Students will be introduced to letter writing.

## **Music**

Students will be introduced to the elements of music 'melody' and 'pitch'. They will continue to practice the song 'The Bare Necessities' and sing individually and in unison. Students will revisit rhythm and time signatures.



# Learning and Teaching – Month Ahead

## Spanish

Students will continue to explore the same concept. They will learn the vocabulary of expressing time and the use of adverbs frequency.

## Drama

The students will continue learning about 'Physical Theatre'. During this process they may connect to creating a performance using Physical Theatre through collaborations. Various learning engagements like games, improvisations, and scene-work will be organised. Students would be engaged in pairs, groups or individual learning engagements.

## Dance

Students will work on improvisation of their skills in movement creation and find range of new movements. Students may connect to hip hop style, high range of movements, body vibration and body hop

## PE

Students will continue to explore and experience the start and finishing of the sprint, and middle-distance events.

They will set their learning goals for the field events- shot put and long jump

Students will perform the stance of shot put in which they will learn to hold shot put, gliding of footwork and execution after throwing shot put.

Students will perform the stance of long jump in which they will learn to take the approach run, take-off and landing.

## Visual Arts

Students will work on making idols of Ganesh for Ganesh Chaturthi. They will be given the choice of models for a better understanding of the forms of art and real-life connections.

The students will conduct research about Nature art and style of different artists. They will observe art from different countries, discuss the features and will compare and contrast the same. The students will work on their chosen art form.



# 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/>

