



P R I S M

Grade Nursery
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: Teachers and Students engaged and practiced breathing exercises square breathing and count your breath. Students were engaged in Mindful walking by balancing a book on their head and also practiced tree pose.



Ms Pruthi, the school counsellor conducted well being sessions on acceptance and tolerance. Students were asked how they were all similar and different from each other. Their responses included the languages they spoke, how they dressed up, how they were friends with different people, how they reacted in different situations etc. They shared responses like how they take each other's positives and negatives and how they are still accepting each other. Students understood that not everyone is the same/ similar and everyone is as important as they are.



School Philosophy – 5 Developmental Pillars

Core Values : Core value for the month, 'respect', was inculcated through various ways. Students discussed the meaning of celebrating and admiring diversities as well as the meaning of regards, through a scenario. They connected to stories where they chose to respect each other even when they were different from each other.



Stakeholder Engagement: On the occasion of Independence Day, students came in traditional attire, had special assembly and shared the importance of independence day.

Parents were invited as part of mystery reader. Our Mystery reader Ms. Brinda narrated 'The pig in the pond', Ms. Swapna.S narrated 'The Hungry Caterpillar' and Ms. Pragati Atmakuru narrated 'The Lion and The Mouse' using different resources. It was a joyful experience for the students as they reflected on their understanding creatively. This learning engagement helped the learners understand different ways of expressing stories.



School Philosophy – 5 Developmental Pillars

Global Leadership :Students demonstrated the ownership of their learning in different engagements. Teachers and students co-constructed the criteria for the task.

While inquiring into various learning engagements students demonstrated the attributes of Learner profile and ATL.



Holistic Excellence:. As a part of holistic excellence, students continued reading Oxford Reading Tree books. They enjoyed listening to and reading stories and shared their reflections. Students watched a video on dental hygiene and its importance. They shared how they can take care of their dental hygiene. Students also watched a video on first aid followed by reflections. Students acquired the knowledge and confidence to prevent harm and provide support to those in need.

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.

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

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.

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

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.

Learning and Teaching – This Month

Unit of Inquiry

How we express ourselves

Central idea

Stories can engage audience and communicate meaning.

Lines of inquiry

- Purpose of stories
- Creating and sharing stories
- Feelings and emotions stories evoke

Key concepts

Function, Connection, Perspective

IB Learner Profile Attributes

Communicators, Inquirers, Risktakers

Unit Of Inquiry:.

Students continued to inquire and connect with the elements of stories through videos and puppets. They developed their understanding of stories by sharing their favourite story with their peers. Students made local and global connections while discussing the purpose of the stories. They further explored various ways to create and share stories. Students got an opportunity to create stories using puppets, pictures, flashcards and drawing etc..

Further students explored that stories can also be created through music, dance, drawing and drama. Through stories they also connected with different feelings and emotions. They explored feelings and emotions through various learning engagements like read-aloud sessions. Students co-constructed the criteria for unit end assessment as evidence of their learning.



Learning and Teaching – This Month

Transdisciplinary Language :Students reinforced letter s, a ,t along with its phonic sound and related objects using flash cards and various learning engagements like scavenger hunt and colouring. While discussing the character of the story and creating stories, they connected with letters p,i and n. They practised letter p,i and n through games, objects, videos and tracing.

Transdisciplinary Math :Students reinforced the oral counting of numbers 1 and 2. They further continued quantification of numbers by counting the number of characters in the story. Students were introduced number 3, 4 & 5 through characters of the story and they have continued with quantification. Students were introduced to the pictograph, sequencing and concept of more and less through their favourite story.

Art: Students continued with their journey of identifying colours and relating them to objects they observe daily around them. They differentiating colours from one another.

They identified the objects by colour. Students have been engaged in exploring printing techniques (with hand/fingers) along with different objects and different colours.

To develop the hand motor skills student coloured the given picture/s with primary colours.



Learning and Teaching - This Month

PE: Students participated in warm up exercises and inquired about physical activities. They explored proper techniques of walking. Students watched pictures/videos of jogging and shared their findings. They discussed proper techniques of jogging.

Dance : Students were introduced to a basic leg movement (Knee lift, Open close) and practised the same on the count of eight.

Music : Students learned rhymes like '10 Little Indians', 'Where is Thumbkin', and 'Clap your Hands'.

They were introduced to nature sound through different music.

Drama : Students were engaged with stories about different animals. Throughout the storytelling process, they asked questions like "Can you guess what will happen next?" or "How do you think the story will end?" Students were encouraged to identify the sounds that animals made in the stories and explore how these sounds are produced along with facial expressions.



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Independence Day Celebrations



Independence Day Celebrations



Learning and Teaching – This Month

Unit of Inquiry

Transdisciplinary theme –
Sharing the planet

Central idea :

Animals and people interact in different ways in different contexts.

Lines of inquiry

- The different roles animals play in peoples' lives
- Suitability of particular animals for specific functions
- Our responsibility for the well-being of animals

Key concepts

function, causation, responsibility

IB Learner Profile Attributes

Caring, Balanced, Principled, Communicators

Unit Of Inquiry:.

The students will start their second unit of inquiry under the theme “Sharing the planet”. They will inquire into and explore animals through various learning engagements. They will watch stories related to animals and sort them into different groups as per their understanding. They will identify the similarities and differences between animals. They will find the roles of animals in our lives and look into the responsibility that we need to take for their well-being.



Learning and Teaching – Month Ahead

Art : The students will be assessed in their learning of colours and introduced to the types of art printing and collage (cut and paste) using different objects as stamps to create their artworks.

Dance : Students will be introduced to a new leg movement through a video/ demonstration by the facilitator. They will practice the same along with the previously learnt movements (Clap, Roll, Knee lift and Jump) on count of four to the music played.

Music : Students will continue exploring nature sounds and musical sounds.

PE : Students will explore running and variation of running like zig zag running and shuttle running.

Drama : Students will be engaged in various auditory activities. They will listen to different sounds and identify them. They will physically respond by demonstrating the associated action and sound.



Happenings Month Ahead

Events	Date
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.

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