



P R I S M

Grade PP1
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:

Students enjoyed participating in mindfulness exercises through -Mindful walking, Sense countdown, Awareness of feelings and emotions- emotion cards, Square Breathing, Count your breath, Deep relaxation, and tree pose. They are beginning to learn the benefits of practicing mindfulness regularly.



Ms Prutha, the school counsellor conducted well being sessions on acceptance and tolerance. Students were asked how they were all similar and different from each other. They gave interesting responses including the languages they speak, how they dress up, how they are friends with different people, how they react in different situations etc. They also responded like how they take each other's positives and negatives and how they are still accepting of each other. Students understood that not everyone's the same/ similar and everyone is as important as they are.



School Philosophy – 5 Developmental Pillars

Core Values-

The core value for the month, 'respect', was inculcated in various ways. They read stories, watched videos, and discussed how respect looks in the classroom, at home, while playing in the park, and in the environment. They shared real-life examples where they showed respect for each other.



Stakeholder Engagement-

As a part of stakeholder engagement, students celebrated Independence Day at school. On the occasion of the Independence Day students came in traditional attire, had special assembly, and shared the importance of the day. Ms.Brinda was invited as a guest speaker where she spoke about the sources of information where information can taken from people, newspaper,magazines, books,etc..



School Philosophy – 5 Developmental Pillars

Global Leadership

Students were involved in making choices. They continued to demonstrate and develop the attributes of the Learner Profile and ATL.



Holistic Excellence:

As a part of holistic excellence, students read ORT books. They enjoyed listening to and reading stories and shared their reflections. As part of life skills, students watched videos on dental hygiene and first aid with its importance. They shared how they can take care of their dental hygiene. 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

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

Who we are

Central idea

The choices people make affect their health and well-being.

Lines of inquiry

- Balanced lifestyle
- Choices affect our health
- Different sources of information that helps us to make choices

Key concepts

Function, Responsibility,
Perspective

IB Learner Profile Attributes

Balanced, Reflective,
Principled, Thinkers

Unit Of Inquiry

Students continued their inquiry and shared their daily routine. They discussed the aspects of sleep, food, hygiene, reading and physical activities as part of their daily schedule and lifestyle. Students further discussed the meaning of the term 'balanced' and reflected on what it is to have a balanced lifestyle.

Students also inquired into different sources of information.



Learning and Teaching - This Month

Transdisciplinary Language :Students were introduced to letters 'Ss' and 'li' through jolly phonics video, stories and flash cards. They practiced writing the letters using correct formation. Students were introduced to the blending of two-letter words with the phonic sound (it, and ip). They were introduced to new vocabulary using stories, videos and pictures.

Transdisciplinary Math :Students were introduced to concept of place values of numbers from 1 to 20 using tens and ones and bundling. They practiced sequencing of numbers. They were introduced to before, between, and after numbers, concept of zero through various learning engagements. Students were introduced to more or less, and heavy and light. They made connections to human-graph about the different sources they uses in their daily life.

ART:Students continued to explore printing by creating artworks using hand prints,vegetable prints. They co constructed the assessment task and criteria with the facilitator to show their learning of the printing technique. Students created an artwork related to their surroundings and used the printing technique of their choice (fingerprinting/hand printing/vegetable printing/object printing) to show their learning. Students continued to explore different types of art by exploring the technique of tearing and pasting while creating their artwork for Independence day.They shared their artwork with their peers. Students inquired the importance of the



Learning and Teaching – This Month

PE :: Learners practiced different types of warm-up exercises like stretching exercises, rotation exercises and jumping exercises. They explored walking (walking on toes and walking on heels) and running which developed their hand-leg coordination, hand-eye coordination, hand and leg movement.

Students engaged in zig zag running, shuttle run and running with objects.

Dance : Students were introduced to basic leg movement like knee lift, open closet tap) and practiced the same on the count of eight and with the music.

Music : Students learned happy and sad emotions through five little ducks rhymes. They explored the 'Row Row Row Your Boat' rhyme in three different tempos. They learned loud and soft music.

Drama: Students were engaged in listening to stories about animals. The the story was paused in between and students were asked questions like "Can you guess what will happen next?" or "how do you think the story will end?" They were encouraged to identify the sounds animals make in the stories and explored how these sounds are enhanced through facial expressions.



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Independence Day Celebrations



Independence Day Celebrations



Independence Day Celebrations



Learning and Teaching – Month Ahead

Unit Of Inquiry

Transdisciplinary theme:

Where we are in place and time

Central Idea- Homes reflect a range of influences and local conditions.

Lines of Inquiry:

- . Homes overtime
- . Homes around the world.
- . Impact of influences on homes.

Key concepts: change, function, perspective.

Related concepts- Culture, needs, time, locality.

Unit Of Inquiry: Students will begin their inquiry “Where we are in place and time” by unpacking the term home. They will also inquire into the difference between a home and house. Students will explore various homes around the world.

Transdisciplinary

Language : Students will be introduced to letters ‘a’, ‘n’, ‘c’, and ‘h’ through the jolly phonics, read-aloud stories and formation. They will further explore and learn sight words and new vocabulary using stories, videos and pictures.



Learning and Teaching – Month Ahead

Transdisciplinary Math:

Students will be introduced to 'bar graph' while inquiring about homes and houses. They will be introduced to 2D shapes, as well as concepts of big and small, tall and short.

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 to explore the loud and soft sounds. They will be introduced to musical instruments like piano, guitar, flute, xylophone, and drums. They will learn action songs.

PE : Students will discuss hopping and explore different types of hopping like single leg hopping, double leg hopping, straight line hopping, zig zag hopping and hopping with objects.



Learning and Teaching - Month Ahead

Art :Students will explore ways of creating an artwork by sticking different materials. They will collect the leaves and twigs and create an artwork by arranging and pasting them. They will co-construct the assessment task with facilitator.

Drama :Students will be engaged in various auditory activities. They will listen to different sounds and work on identifying them. After hearing a sound, they will respond by demonstrating the associated actions and sounds. Students will listen to voices and guess the source of the voice. They will also practice imitating different voices and sounds, and use these imitations to create stories.



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/>

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