



P R I S M

Nursery
August 2023

Message from The Head Of School- IB PYP

Dear Parents,

Greetings!

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. 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>)



Message from The Head Of School- IB PYP

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-IB PYP



Message from the Academic Head's Desk

Dear Parents,

Greetings!

Our students have completed yet another month of their learning with enthusiasm, curiosity and understanding of the basic principles of accepting responsibility of the work they do as one of the primary goals.

Learners take the responsibility of recording, reflecting, and storing their learning evidence in the form of a portfolio which is a compilation of the progressive development of the child focusing on their skills, conceptual understanding, and their knowledge. It is documented keeping in mind the student's voice and choice which gives them a sense of ownership of their learning. They take pride in sharing their learning journey with their peers, teachers, and parents.



To build their portfolio, both students and teachers in each grade level, have begun sharing their chosen piece of work in different subject areas that best demonstrates their learning or their progression of learning. For making these choices, they reflected upon the reasons for the choices made, how they performed in the selected learning engagement, what they learned from these tasks and how they can improve further. The portfolio also documents the action they took as a result of their learning.

Message from the Academic Head's Desk

Our students of Grade PP2 have been introduced to the Design Thinking process in connection with their current unit of inquiry. They are beginning to develop an understanding of the different stages of Design Thinking as they work in collaboration with their peers, sharing their perspectives and ideas during discussions, on identifying problems from real life in context of the current unit.

We are appreciative of our parents who supported the ongoing inquiries through various means. We have had their support in grade 1 to arrange a guest speaker from the traffic police department, in connection with their unit under the theme, 'How we organize ourselves' focusing on the different use of signs and symbols for communication. We also had a few parents joining us as mystery readers, narrating stories for our students of Nursery.

As parents you can further support student inquiry by:

- talking about the inquiry being explored in class and encouraging children to share their inquiries with extended families or friends
- motivate and support learning, encouraging interest and curiosity with learning at home
- supporting children as they research to gather information

We look forward to your continuous support to connect, engage, and collaborate.

Warm Regards,
Sandhya Ramesh
Academic Head

The Gaudium School, Nanakramguda



Mindfulness & Well-Being

Students and teachers have been practicing mindfulness every day. The mindfulness exercises practiced were Mindful walking, square breathing, Awareness of feelings and emotions, Tree pose, Rock-A-Bye Breathing and Balloon breathing. These mindfulness exercises help the students to reduce stress, increase alertness, boost the immune system, and increase attention span.



Core value

The Core value for August was 'respect' which helps in nurturing a positive and inclusive environment. Students were shown picture flashcards related to the core value of "respect" and discussed the reasons they need to be respectful towards people and things around them. Learners discussed ways they could show respect towards other people, food, and animals around them.



School Philosophy- 5 Developmental Pillars

Global Leadership

Learners enthusiastically participated in the Independence day celebrations. They were excited to make a flag, bird, hand band in tri-colour depicting the freedom we have. They continued to demonstrate and develop the attributes of the Learner Profile and ATL during the unit of inquiry. Learners were also engaged in choosing the tasks they would like to update in their portfolio and shared the reasons for their choice.



Holistic Excellence

During the Life skill sessions, learners had a session regarding the awareness of Oral hygiene. The session enlightened the learners about the adequate amount of toothpaste to be used, the different ways of brushing, and the number of times to brush the teeth. Learners were able to reflect and discuss the importance of oral hygiene.

School Philosophy- 5 Developmental Pillars

Stakeholder Engagement

Mystery Reader session was conducted where a few parents of grade Nursery students came dressed as different characters and narrated a story through actions and manipulatives. They used voice modulation to introduce different characters and narrated a story. Our young learners interacted and responded to all their questions asked during the session. They were inquisitive to know more about the person behind the mask.



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.

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.

Professional Development

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

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.



Professional Development

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.

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.

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. .



Professional Development

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.

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

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.

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- Month Review

Unit of Inquiry:

Transdisciplinary Theme:

How we express ourselves.

Central Idea:

Stories 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

Related Concepts:

communication,

characterization, expression

Learner Profile:

Communicators, Inquirers, Risk takers

Unit of Inquiry

Students continued to inquire under the theme "How we express ourselves" into their inquiry about stories under the transdisciplinary theme 'How we express ourselves'. They listened to different stories and shared their understanding of 'what a story is and who tells a story, purpose of the story, and created stories'. They learnt and identified the elements of a story like the characters, place, setting etc.

Students enthusiastically created stories using different resources like picture cards, puppets, songs (rhymes) and art .



Learning and Teaching- Month Review

Transdisciplinary Language

Students were introduced to the letters p (place), i (independence day), and n (narrator) with the phonic sounds through videos. They practiced letter recognition and formation of the letters using flash card, walking on the letter, tracing on sand/flour, green board, notebook and participating in the group learning engagements related to the letter. Students practiced strokes as well such as standing line, sleeping line, curves to enhance their pincer grip.

Transdisciplinary Math

Students were introduced to numbers 4 and 5 through various learning engagements. They practiced the formation of these numbers by tracing on flour/sand tray / notebook. . Simultaneously students sequenced numbers from 1-5 through various learning engagements. They practiced quantification using real objects. Students discussed pictograph and explored ways it could be used.

Music

Students were introduced to natural sounds (birds, chirping, rain, wind). Students practiced the rain songs/ rhymes along with the teacher and electronic keyboard. Students chose a song or a rhyme of they learnt (rain song/rhyme), shared the reason for their choice.

PE

In this month students inquired about walking and jogging style and its technique. They were engaged in exploring the techniques of jogging and running using hand and leg movement, body position and foot landing. They practiced running skill through different lead-up activity- running on the straight path, running in a direction, running around the shapes, running with an object, shuttle running, hurdle race and zig-zag running.

Dance

Students explored the elements of dance like nod, shake, hand swing, knee lift, clap, roll and body postures through different movements.



Learning and Teaching- Month Review

Art:

Students continued with their journey of identifying colours, relating them to real objects they observe daily around them and differentiating colours from one another. They practiced identifying the objects by colour. They shared examples of the objects and its colour with their peers enhancing their communication skills.

Drama:

Learners explored various emotions through usage of various emoticons. They discussed about story sequence and shared their understanding with their peers and teacher.



Learning & Teaching – Month Review



Learners engaged in various learning engagements related to stories.

Learning & Teaching – Month Review



Students creating stories using puppets, pictures cards of their choice.

Learning & Teaching – Month Review



Mystery reader & role play by teachers

Learning & Teaching – Month Review



Introduction to the letters 't, p & i' using different learning engagements.

Learning & Teaching – Month Review



Identification and formation of the numbers 3,4,5

Learning & Teaching – Month Review



Drama - Storytelling using gestures, sounds, and puppets.

Learning & Teaching – Month Review



Dance -Introduction to basic dance steps using hand and legs movements.
Music -Singing rhymes with actions.

Learning & Teaching – Month Review



Visual Arts – Colouring using crayons, paint and brush.

Learning & Teaching – Month Review



PE – Recreation activities related to locomotor skills.
Reading – Listening and responding to stories.

Learning & Teaching – Month Review



Independence day Celebrations

Learning & Teaching – Month Review



National sports day

Learning and Teaching- Month Ahead

Unit of Inquiry

Transdisciplinary Theme:
How we express ourselves.

Central Idea

Stories 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

Related Concepts

communication,

characterization, expression

Learner Profile

Communicators, Inquirers, Risk takers

Unit of Inquiry

Students will continue to show their learning and conceptual understanding gained during the inquiry with the end of unit assessment task, and Character Parade. Students will tune into the second unit of inquiry under the theme “Sharing the planet”.

Transdisciplinary Language

Learners will revisit the lowercase letters along with the phonic sounds and related objects to enhance their phonics awareness.

Transdisciplinary Math

Students will revisit numbers 1-5 with quantification, and sequencing of numbers 1-5.



Learning and Teaching- Month Ahead

Music

Students will watch and identify artificial sounds (vehicle horn, instrument sounds...). They will practice rhymes including artificial sounds along with the teacher and with the help of electronic keyboard.

Drama

Students will learn to identify different sounds in a story, whether it's an animal/ bird sound or a natural sound.

Dance

Students will be learning different body movements like bend, jump, knee lift, hands shakes, run and twist.

Art

As part of learning process, students will be assessed about their learning of colours. Later, they would be introduced to the types of art printing by using different objects and stamps to create their own artwork.

PE

Students will explore more about balance skill and its importance. They will be engaged in different balance exercises such as table pose, stork stand, chair pose, ballet pose, one leg balance. They will balance movements and objects on different body parts. They will implement balance skill with proper technique in lead-up activity.



Happenings Month Ahead

Event	Date
Teachers' Day	5th September
Krishna Ashtami- Holiday	7th September
International Mindfulness Day	10th September
PYP-1st Student Led Conference	16th September
Vinayaka Chaturthi- Holiday	18th September
World Gratitude Day	21st September
Milad-un-Nabi/Ganesh immersion holiday	28th September

Our website:

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

Events link:

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

Social Media Links:

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

<https://www.youtube.com/c/Thegaudiumschool>

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