



P R I S M

PP1
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](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-IBPYP



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



Schools Philosophy – 5 Developmental Pillars

Mindfulness & Well-Being

Students and teachers continued practicing mindfulness everyday focusing on experiencing and engaging with their immediate surroundings. Students practiced different mindfulness techniques like mindful thinking, self-awareness through five senses count down and mindful walking .They discussed their feelings and emotions as part of self-awareness. Students also shared their understanding what happiness is for them and shared their understanding with peers and teachers.



Holistic Excellence

As a part of holistic excellence, students participated in Life skill activities. They were engaged in watching a video related to oral hygiene' and discussed the importance of it.Later they reflected on the right ways of brushing teeth. They also continued reading ORT books and reflected on their learning.

Schools Philosophy – 5 Developmental Pillars

Stakeholder Engagement

On the occasion of Independence Day, students dressed up in the traditional attire discussed about the importance of Independence day. Learners also participated in the regular assemblies conducted every week. Learners participated in the special assembly conducted by the grade PP2 sharing the importance of National sports day. Students of each grade participated in different sport activities such as ball race, obstacle race, circuit with gymnastic props. They celebrated National Sports Day in order to promote the importance of sports and physical activities in our lives.



Core values

The core value of the month of August was 'respect.' Students were engaged in read aloud stories, videos and group discussions to enhance their understanding about the core value 'Respect'. Learners reflected on their understanding and shared ways they could be respectful towards people and things around them.



Schools Philosophy – 5 Developmental Pillars

Global Leadership

Students participated in the assembly conducted by the students of PP2, Grade 1 and 2. They continued to demonstrate and develop the attributes of the Learner Profile and ATL during the unit of inquiry. Students were also engaged in choosing the tasks they would like to update in their portfolio and shared the reasons for their choice. They were encouraged to share the ways they can enhance their learning further for the chosen tasks.



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:

Who we are

Central Idea:

Choices people make affect their health and well-being

Lines of Inquiry:

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

Key Concepts: health, choice, influence, balance

Related Concepts:

Function, responsibility, perspective

Unit of Inquiry:

Students continued inquiring about the choices people make that affect their health and well-being, under the theme 'Who we are'. They had 'food walk' where they made food choices and shared the reasons for their choices. Students continued their learning about balanced lifestyle. They reflected on their daily schedule with the peers. Students inquired about the aspects of healthy lifestyle such as exercise, food, hygiene, sleep and reading through various learning engagements. They discussed about the different sources of information that could be used for making the right choices.



Learning and Teaching- Month Review

Transdisciplinary Language:

Students were introduced to the phonic sound of letters- Ss and Aa completing the first set of jolly phonics. They practiced tracing and writing the letters of an alphabet using correct formation.

Transdisciplinary Math:

Students reinforced the concept of time through 'O' clock using their daily schedule. They were also introduced to the concept of place value through bundling and were engaged in various learning engagements to enhance their understanding.

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 about 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 an artwork for Independence day. They shared their artwork with their peers. Students inquired into the importance of the technique and created rakhi using colourful paper.



Learning and Teaching- Month Review

MUSIC :

Students watched a video related to animal sounds to identify the low and high sounds. Students watched a video on action song/rhyme. Students practiced the songs/ rhymes along with the teacher with the help of an electronic keyboard.

DANCE :

Students learned elements of dance (Action) like nod, shake, hand swing, knee lift, clap, roll and body postures.

DRAMA :

Students demonstrated animal movements and also practiced animal sounds.

P.E :

Students inquired into walking and jogging style and technique. They were engaged in exploring the techniques of jogging and running- hand and leg movement, body position and foot landing. They implemented the running skills in different lead-up activity- running on the straight path, run in different direction, running around the shapes, run with object, shuttle run, hurdle race and zig-zag run.



Independence Day Celebration



77th Independence day celebration

Learning and teaching



PE : Learners engaged in lead-up activities.

Math : Learners engaged in bundling and 'o' clock learning engagements.

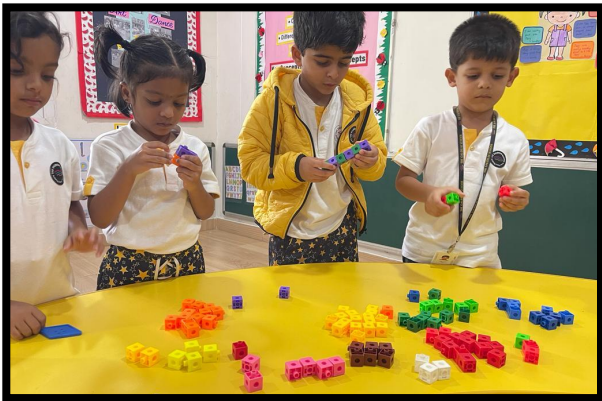
Drama : Learners engaged in exploring different sounds and expression of animals.



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUUM DEL IB



Learning and teaching



LIBRARY : Learners were engaged listening read aloud session.
TD LANG : Learners were engaged in different types of learning engagement on letter P p & I i..
ART : Learners were engaged in making art using tricolour for the Independence Day.



Learning and teaching



UOI : Learners were engaged in choosing their favourite food in the Food Walk learning engagement.

P. E : Learners were engaged in lead-up activities

ART : Learners were engaged in making art work for the Independence Day.

National Sports Day Celebratiopn



Learners were engaged in obstacle race as part of National Sports day celebrations.

Learning and Teaching- Month Ahead

Unit Of Inquiry:

Transdisciplinary Theme:

Who we are

Central Idea:

Choices people make affect their health and well-being

Lines of Inquiry:

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

Key Concepts:

health, choice, influence, balance

Related Concepts:

Function, responsibility, perspective

Unit of Inquiry:

Students will start inquiring about a new unit under the theme 'Where we are in place and time' wherein they will be inquiring about the concept of homes through different stories. They will explore the similarities and differences between a home and a house through varied learning engagements.

Transdisciplinary Language:

Students will be introduced to the second group of jolly phonics connecting to the Unit of Inquiry. They will be introduced to blending techniques using two letter sounds.

Transdisciplinary Math:

Students will continue to sequence numbers in order to use place value and bundling method. While inquiring into homes around the world they will connect to the concept of map.



Learning and Teaching- Month Ahead

Art

Students will explore ways of creating an artwork using different materials. They will be collecting leaves and twigs to create an artwork by arranging and pasting them. They will co-construct the assessment task with their facilitator.

MUSIC

Students will be introduced to different kinds of tempo using beats in an electronic keyboard. They will practice action rhymes in different tempo, identify the speed of the music (tempo) and share their reflection for the portfolio.

DANCE

Students will be learning jazz funk dance style and body movements like bend, run, jump, knee lift, hands shakes, shoulder movements and twist.

PE

Students will explore the balance skill and its importance. They will be engaged in different balance exercise – bridge, stork stand, 3 point balance, 2 point balance, bird pose, ballet pose, one leg balance. They will balance movements and balance objects on different body parts. They will implement the balancing 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>

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