



P R I S M

PP2
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



School Philosophy- 5 Developmental Pillars

Mindfulness & Well-being

Mindfulness and wellbeing aims to foster positivity in students lives. As a part of the Mindful breathing students practiced Bunny breathing, Square breathing, In and out breathing. They also practiced mindful walking as part of mindful movement. During 5-Senses awareness, they practiced sense countdown. During self-awareness students reflected about their feelings and shared with peers.



As part of Mindful thinking students shared 'Heartfelt phrases to self and their peers' to promote positivity. Students participated in the group awareness session conducted by the school counsellor Mr. Biswajeet and shared their insights.

School Philosophy- 5 Developmental Pillars

Core value

To balance their inner and outer world in the pursuit of happiness, students watched videos, made posters and read books about the core value – 'Respect.' They also shared the importance of respecting themselves, others and the things they use. Later, they made real-life connections and shared with their peers. Learning about respect helped the students to develop respectful relationships with others.



Holistic Excellence

Students participated in the class assemblies. They continued practicing Jolly phonics and blending strategies while reading the Oxford Reading Tree (ORT) books to enhance their literacy skills. They enjoyed the stories during the library sessions and shared their reflections. 'Oral hygiene' session has been conducted to inculcate and promote life skills.



School Philosophy- 5 Developmental Pillars

Stakeholder Engagement

Independence Day at The Gaudium School was celebrated with great enthusiasm with a deep sense of patriotism. Learners of Grades 1 and 2 performed on this day to promote nationalism and patriotism towards the nation. Students celebrated 'Independence day' to value and promote the culture. Teachers connected with parents through mentor calls to foster alliance and build strong relationships to make a difference in the lives of our young learners.



Global Leadership

To promote the positive atmosphere in the classroom and the school campus, the students revisited and reviewed their class essential agreements. They developed and demonstrated 'Approaches To Learning and attributes of the IB learner profile' by actively participating in various learning engagements.

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. Rashmi 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 ILT 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:

Awareness of characteristics, abilities, and interests informs learning and development

Lines of Inquiry:

- Physical, social, and emotional characteristics
- Similarities and differences between ourselves and others
- Personal abilities and interests

Key Concepts:

form, function, perspective

IB Learner Profile:

Communicators

Balanced

Reflective

Knowledgeable

Students continued to inquire and reflect on themselves, under the transdisciplinary theme 'Who we are'. They participated in various learning engagements and shared their interests, what they like to do. They further dived deep into the inquiry to know about their abilities, what they are able to do and listed their interests and abilities through pairing and group learning engagements. Later, they participated in the group discussions and shared their perspectives about the purpose of knowing their characteristics, interests and abilities, which in turn help them in their learning and development. Further learners were able to differentiate themselves from others by sharing the similarities and differences through pairing strategy. In the midst of the inquiry they continued to enhance and demonstrate the attributes of learner profile 'Reflective and Communicator'.



Learning and Teaching- Month Review

Transdisciplinary Language:

Students practiced group 1, 2 and 3 Jolly phonics and the blending techniques while reading and writing CVC words. They revisited the concept of short and long vowels which helped the students to enhance their reading and communication skills. They also discussed the difference between blending words and sight words and shared examples with peers and teachers. They practiced synonyms and antonyms through various learning engagements for deepening the conceptual understanding. Students made transdisciplinary connections with action words (Verbs) during the inquiry on interests and abilities. They also framed simple sentences using verbs.

Transdisciplinary Math:

Students revisited the concepts of numbers and practiced writing the numbers using the place value. While they were discussing about their physical characteristics, students connected to measurement and measured their heights using standard units of measurements centimetres. Students participated the concept of greater than and lesser than concept. When they were inquiring about similarities and differences between themselves and others, they made transdisciplinary connections with the concept of odd and even. They practiced pictograph, tally marks and bar graph as part of data representation while discussing about their interests and abilities. They also shared their understanding about their learning in this unit during unit end reflections.



Learning and Teaching- Month Review

Art:

Students explored how to make secondary colors by using 2 primary colors with different materials like pencils, crayons and paints. Students differentiated the primary and secondary colours and used them to colour the national flag. They inquired about the importance of colours and used them to create a Rakhi. They used the colours to share their experiences by creating an artwork related to celebrations. Later students co-constructed the assessment task and criteria to display their learning about colors.

Dance:

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

Drama:

Students learned to use one prop in different ways using their imagination. Students also explored the action like solo action and action in a pair.

Music:

Students were introduced to Tune. Students listened to two pieces of music- one in tune and out of tune and shared how they are similar and different. Students practiced singing with the teacher and self-reflected whether they were singing in tune or not. Students watched a video on different sounds of instruments and identified the instruments played.

PE:

Learners were engaged through the following:

- Learners explored walking skill.
- Learners explored and discussed about jogging and running.
- Learners explored running action.
- Learners explored running in different directions(circle and zigzag).



Learning and Teaching – This Month



Students identified the similarities and differences between themselves and others.

Learning and Teaching – This Month



Students explored various products and shared their reflections using 'I see, I think and I wonder' strategy.

Learning and Teaching – This Month



Students explored action words and sight words through various learning engagements and practiced writing.

Learning and Teaching – This Month



Students practiced comparison of numbers, odd and even concepts through various learning engagements.

Learning and Teaching – This Month



Students explored ways to represent the data using bar graph and tally marks. They revisited 'place value', odd and even concepts through various learning engagements.

Learning and Teaching – This Month



Art- Students explored secondary colours through various learning engagements.

Learning and Teaching – This Month



Music- Students were introduced to 'Tune' and practiced singing.

Learning and Teaching – This Month



Dance – Students practiced hand and leg movements and explored the elements of dance.

Learning and Teaching – This Month



Drama - Students practiced various ways to use a prop.

Learning and Teaching – This Month



PE - Students explored jogging and running in different directions.

Learning and Teaching – This Month



Library – Students participated in read aloud session.

Learning and Teaching – This Month



Life skills- As part of Life skills, students watched a video on 'Oral hygiene' and discussed the importance of it.

Learning and Teaching – This Month



ORT – As part of Oxford Reading Tree Programme, students participated in solitary reading.

Independence Day Celebration



Students enthusiastically participated in the 77th Independence day celebration

National Sports Day



National sports day - Students participated in an obstacle race.

Learning and Teaching- Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:
How we organize ourselves

Central Idea:

Many products go through a process of change before they are consumed or used.

Lines of Inquiry:

- Origins of products
- Processes products go through
- Reasons for change in products

Key Concepts:

Function, change, causation

IB Learner Profile:

Inquirers, Thinkers

UOI:

Students will inquire about various products in their new unit under the transdisciplinary theme 'How we organize ourselves'. Students will inquire and explore more about the origin of various products and the processes products go through. They will discuss the 5 stages of the 'Design Thinking' process, a solution based approach to solve problems.

Transdisciplinary Language:

Students will explore naming words (Nouns) and frame simple sentences using nouns, punctuations, sequencing the pictures and question words. They will participate in various learning engagements to gain deeper conceptual understanding.

Transdisciplinary Math:

Students will explore the number names, cardinal and ordinal numbers, simple addition, subtraction and number line through various learning engagements.



Learning and Teaching- Month Ahead

Art:

Students will further inquire about the elements in an art by exploring the art - lines. They will identify different types of lines and their importance in creating the artwork.

Music:

Students will watch a video and listen to the Electronic Keyboard and identify the musical instruments. Students will practice (Honge Khamyaab, We shall Overcome, Small World, Doe a deer, Sunshine, Smile) along with the teacher using Electronic Keyboard as an accompaniment. Students will discuss about the elements of Music - MELODY and share their reflections for their portfolio.

Dance:

Students will learn body movements of free style dance like bend, hand swing, run, jump, twist, locomotors and non locomotors steps.

Drama:

Students will inquire ,explore and identify the different emotions and be able to express their emotions.

PE:

Learners will explore shuttle running, front kick and practice high knee action .



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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