



P R I S M

Grade PP2
September 2023

Message from the Head of School – IB PYP

Dear Parents,

Greetings!

It is truly amazing to see our students try new ideas, share different and diverse perspectives and willingly share their creativity. Often we brush aside and call off new ideas of change or challenges thinking they would not work or be feasible. Recently I read a short e-story on similar lines

In 1295, Marco Polo returned from a 24 year trading epic to China. His trip had taken him 14,000 miles (25,000km) around the world, from his birth town of Venice, through Baghdad and all the way across Asia. He visited dozens of great cities, many of which are now lost to antiquity, finally reaching the bustling trading city of Beijing in the east. After his return, he created a great epic of his travels. His epic spread quickly across Europe, each book meticulously and laboriously copied by hand and destined for the private libraries of the rich and powerful European elite

His wondrous tale became the basis for what all Europeans knew about the Orient for many years to come. In it, He spoke of many wonderful places he had visited. He spoke of creatures so wild and wonderful, they simply had to be seen.



He spoke of dragons, unicorns and birds so large they could lift an elephant high into the air. His stories enthralled all those who read them. People could imagine massive birds, serpents and beasts. His works were entirely believable - except for one story. A story so far-fetched that no man, king or peasant would give it credence

Marco Polo had told of how the Mongols used rocks instead of wood for heating and for cooking. He told of how they were collected and how they magically lit up, burning hotter and longer than the dried, dead branches fallen from the oldest trees

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. “You cannot burn rocks” the people said, and they ridiculed the story. Marco Polo smirked. He knew, deep inside, that while a great many of his works were embellishments, this one was entirely true. The Europeans did not create industrial coal mines for another 600 years, significantly delaying the start of the industrial revolution and the entry of the West into the modern age.

Acknowledgment-<https://blog.fluidui.com/3-short-stories-to-replenish-your-creative-thinking/>

As leaders, teachers and parents, we always work at inspiring young people to reach greater heights, equipping them to be successful, and providing constant guidance and reinforcement in their work, whether their goals seem achievable or appear beyond hope. When the challenges are extraordinary, we must be even better at our work. We must recognize that what a person believes directly shapes his or her perceptions of reality, and impacts the actions he or she will take. People accept new ideas, and strengthen beliefs through experiences.

At The Gaudium we provide an avenue to all our learners to set their goals, strengthen their beliefs about what they can do and allow them to try, develop and succeed.

We put ourselves at the starting line of innovation. When our students believe in themselves and their abilities they explore, see a problem, and envision a solution that others have never dreamed of. And, once they do so they make that vision a reality.

We thank you once again for being our collaborators in enhancing learning, creativity and innovation!

Anjalika Sharma

PYP Head of School



Message from the PYP Coordinator's Desk

This is my favorite time of the year, as the month of September marks the beginning of the festive season. Our children were happy and engaged in celebrating teacher's day, International Literacy Day International Dot Day, World Mindfulness Day, and The World Gratitude Day.

Teacher's day is an opportunity for students to express their love and respect for their teachers. **Though for our children, every day is Teacher's Day!** It was a moment of pride for every teacher as they were honored by hand crafted cards designed by the little creative minds. Some students expressed their bond with their teachers by presenting flowers and chocolates. This day fosters a strong relationship between teachers and students. Our students become **Caring** individuals as they recognize significant role of a teacher.

We at Gaudium celebrated the International Literacy Day under the theme, 'Promoting literacy for a world in transition: Building the foundation for sustainable and peaceful societies. Class discussions were focused on the importance of literacy, few anecdotes shared by the students were," We can read the hoarding on the roads" "We are able to read the ingredients on the food labels because we are literate."



They participated in various engagements like rewriting their favourite stories, designing a book cover etc. Our students became **Knowledgeable** individuals as they understood the importance of literacy in their everyday life.

We at Gaudium achieve holistic excellence through an ecosystem of core values supported by mindfulness and wellness. Mindfulness is an integral part of learning at the Gaudium. Through mindfulness we nurture our students as **lifelong learners** who celebrate resilience and acknowledge their emotions. They become empathetic and compassionate individuals that contribute towards making the world a better place.



Message from the PYP Coordinator's Desk

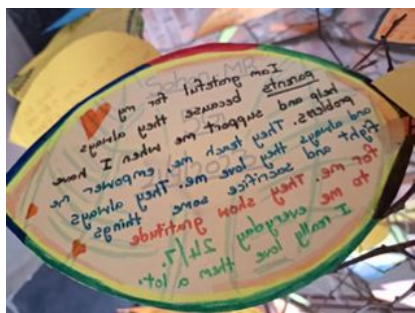
We were surprised to see our creative thinkers on the celebration of **International Dot Day**, as we saw our little artists created beautiful art pieces using various sizes and types of dots. It is a celebration of creative thinking, innovative ideas, and self-expression. This Celebration takes students into the journey of self-discovery and imagination. Our children become **Open-minded** individuals who consider new perspectives and respect diversity.

Though each celebration has its own significance, the one that is close to my heart is 'The World Gratitude Day'. This day reminds me of my grandpa who always guided me to start my day by saying 'shukrana'. (Sindhi word for thank you). He used to say, starting a day with shukrana will help you to look at things with a positive perspective. I was touched when I saw our students writing thank you notes for their friends, guardians, parents, classmates, teachers and for many people who had a positive impact on them. Colorful Gratitude Trees radiated the joy all around. Gratitude jars brought a smile to everyone's face. Celebration of this day helped all of us to be **reflective** and express gratitude to all of those who have a positive influence on us and have helped us to become better versions of ourselves.

Various celebrations at school helps student in becoming international minded and active individuals who respect themselves, others, and the world around them.

We all have a shared commitment towards our children's learning. Therefore, I request all of you to deeply involve children in all festivities by explaining to them the origin, the importance and the stories behind the various rituals and traditions. This will help them to engage with the wider world and develop the understanding of identities, cultures, societies, and histories and hence nurturing them as a global citizen.

Sharing a student's gratitude note from the gratitude tree.



By Meera Chhabria

The Primary Years Programme Coordinator



School Philosophy – 5 Developmental Pillars

Mindfulness and Well-being:

Students practiced mindful walking, superman pose, Tree pose exercises. They discussed ways they manage their emotions. Students celebrated World Mindfulness Day. On this day students gathered and demonstrated different breathing exercises. They shared the importance and the benefits of doing mindfulness everyday.



Ms Pruthi, the school counsellor conducted well being sessions on acceptance and Tolerance.

Students reviewed their understanding of how they are similar and different from each other. They shared their reflections 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 shared how they take each other's positives and negatives and how they are still accepting each other.

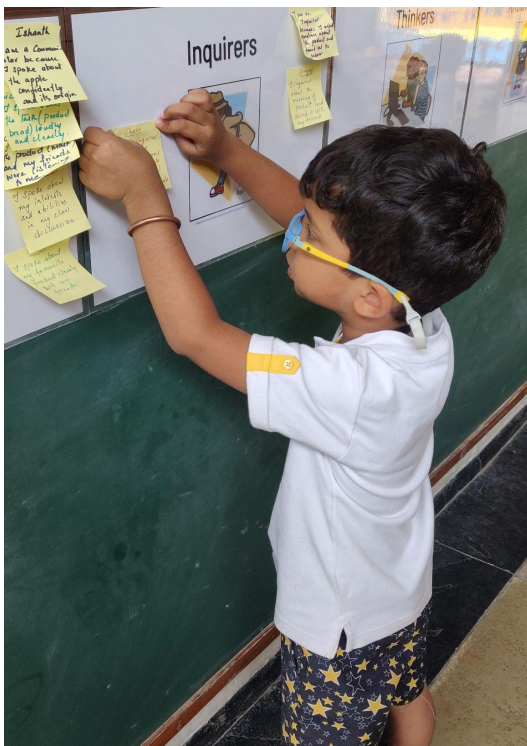
Students understood that everyone is similar and everyone is as important as they are. They also watched videos and stories about acceptance and tolerance. Students reflected through drawings and discussion.



School Philosophy – 5 Developmental Pillars

Core Values:

Students developed their understanding of the core value 'empathy'. They watched videos, connected to stories read and shared real-life examples of where they have displayed empathy.



Global Leadership:

Students demonstrated their ownership of learning through assemblies.

Students participated in the Student Led Conference, where they presented their learning to their parents, and family members. They continued to demonstrate the attributes of IB learner profile and approaches to learning (Skills).

School Philosophy – 5 Developmental Pillars

Stakeholder Engagement :

Various events were conducted to promote stakeholder engagement such as 'Teacher's Day'.

Students celebrated Teacher's Day and had a discussion on the importance of this day in their life.

They also celebrated World Gratitude Day. Students were given Thank you cards and they wrote the name of the person they wanted to thank. All the cards were put in the Gratitude Jar.

Students had their first Student Led Conference, where they led their parents through different areas and made a choice of learning engagements to demonstrate their learning.

Students celebrated the International Dot Day. They watched a video on 'The Dot' and were given few resources to show their creativity. Students celebrated Janmashtami by participating in a special assembly.



School Philosophy – 5 Developmental Pillars

Holistic Excellence :

As a part of holistic excellence, students continued reading ORT books.

They celebrated 'World Literacy Day'. They had a story read aloud session by Ms. Ameer and Ms. Nishitha.

We have started bi-weekly lifeskills programme. Our 2nd session for students was non-fire cooking. Each student prepared a vegetable sandwich with his / her peers.



Learning and Teaching - This Month



Learning and Teaching – This Month

Unit of Inquiry

How we organize ourselves

Central idea

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

Lines of inquiry

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

Key concepts

Function, Change, Causation

Related Key concepts

Ingredients, Process, consumption

IB Learner Profile Attributes

Inquirers, Thinkers

Unit Of Inquiry:

Students unpacked the word change through various learning engagements. They continued exploring the concept of change and its meaning. Students were curious to learn about the process the product goes through. They watched videos related to the process of making tomato ketchup, maggi, potato chips, pencil etc. They identified various steps involved in making different products. They concluded that many products undergo change. They observed products in their surroundings and engaged in show and tell to share various changes like change in colour, texture, shape, size, smell, use etc. Students shared their choices, when asked if given an opportunity to design or create a product, who would it be for and what would it be. They used the design thinking process to plan for the prototype of their product.



Learning and Teaching – This Month

Transdisciplinary Language:

Students built new vocabulary and identified the beginning and ending sounds. They practiced blending CVC words. They were introduced to the second group of jolly phonics (c/k, e, h, r, m, d) through jolly phonics video and made words using blending techniques. Students were introduced to the concept of naming words. They identified and spoke about things they have named. They learnt about nouns and practised through various learning engagements. Students were also introduced to 'ch' diagraph and prediction through various learning engagements.

Transdisciplinary Math :

Students continued to compare numbers, before, after and between numbers and representing data using bar graph through various learning engagements. Connecting to the unit of inquiry, students were introduced to the ordinal numbers and sequencing of numbers from 101-200 using the place value concept. They were also introduced to ordinal numbers.



Learning and Teaching - This Month

PE:

Learners had a discussion on skipping and explored skipping and its different types of skipping using both the legs. They explored skipping with one leg forward and backward skipping.

Dance:

Students were introduced to a basic leg movement and practiced the same on the count of eight.

Music:

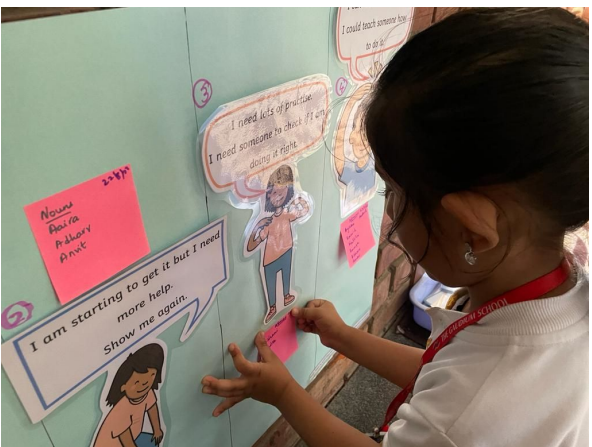
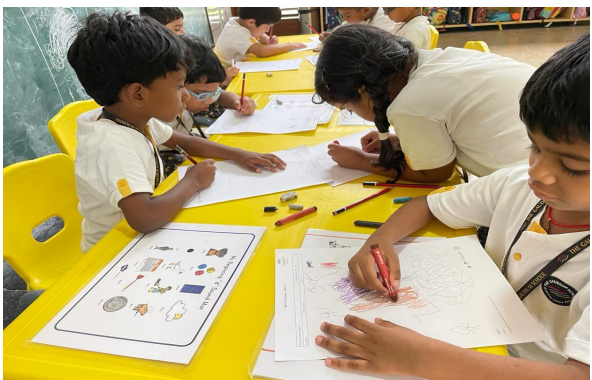
Students learnt basic vocal fundamentals. They learnt to sing the Solfege (Indian and Western).

Drama:

Students listened to a variety of music played on different instruments. They identified the instrument used in each piece and shared their emotional responses to the music. Additionally, they watched a story and determined whether the accompanying music was appropriate or if it should be replaced."



Learning and Teaching - This Month



Learning and Teaching - This Month



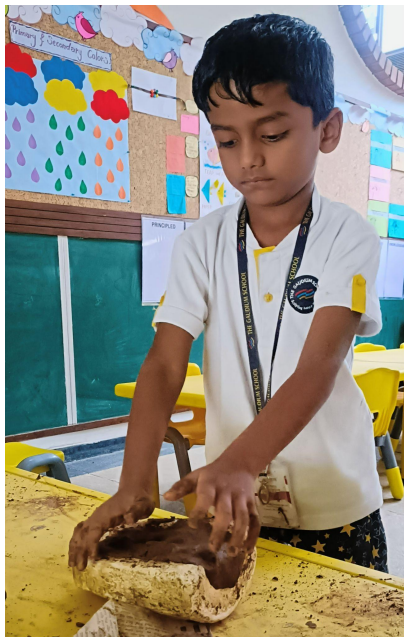
Events - Lifeskills (Sandwich making)



Celebrating - Dot Day, Gratitude Day



Events - Making Ganesh Idol



Learning and Teaching – Month Ahead

Unit Of Inquiry

How we express ourselves

Central idea

People use art and forms of expression to convey uniqueness as human beings.

Lines of inquiry

- Forms of art
- Ways we express
- The role of art in people's lives

Key concepts

Form, function, perspective

Related Key concepts

Perception, self-expression

IB Learner Profile Attributes

Knowledgeable, communicators, risk takers.

Students will start their new unit under the theme How we express ourselves.

They will unpack the word art and explore various forms of art like music, drama, dance and art along with art of writing and poetry.

Students will watch videos , observe pictures and find out about the different forms of art that are used in our day to day life .

Students will share how art can be used to express ourselves creatively.They also explore the role of art in life - where do we use art everyday!

To further enhance their learning they will visit the art, music, drama and dance rooms and also interact with the art teachers.



Learning and Teaching – Month Ahead

Transdisciplinary Language:

Students will frame simple sentences using adjectives. They will be introduced to describing words. Students will inquire into story and poems as forms of art.

Transdisciplinary Math

Students will identify different types of line and shapes. They will explore the concept of pattern and create patterns.

Drama : Students will watch a video and then engage in a discussion about the relationship between music and expressions. They will create a list of expressions they are familiar with. As part of a game, students will be assigned an expression and asked to act it out, while the rest of the class guesses and provides reasons for their guesses.

Art :

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

Music : Students will be introduced to the musical elements rhythm and tempo.

PE: Students will be engaged in on spot, jump, jumping jack, star jump, split, jump, forward backward, sideward jump and high jump



Happenings Month Ahead

Events	Date
Gandhi Jayanti	2 nd October 2023
Autumn Break	14 th October 2023 to 25 th October 2023
School Reopens	26 th October 2023

Our website:

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

Events link:

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

Facebook : For daily updates please like the page.

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

