



# P R I S M

Grade 1  
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.



# Message from The Head Of School- IB PYP

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. “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 younger 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

IB CONTINUUM  
CONTINUUM DE L'IB  
CONTINUO DEL IB



# Message from the Academic Head's Desk

Dear Parents,

Greetings!

The student led conference is a critical part of the learning process in the PYP curriculum. We had our first 'Student Led Conference' led by our independent and confident learners on 16th September 2023.

The learners are well informed of the learning process and take pride in exhibiting the growth in their learning with parents.

Parents were amazed not only with learners' clarity and confidence of learning but also with the real-life connections they make to understand the world around them through inquiry.



Learners are natural inquirers from birth, their capacity to learn and interpret the world around them is honed and developed using various strategies in school as we believe that proficiency in the skills of students can be supported through the deliberate use of techniques, strategies, feedback, and challenges.



# Message from the Academic Head's Desk

The learning spaces are designed to foster the learning development of the student and the classroom arrangements and displays reflect the learning engagements in the classroom. We notice students' emerging thinking processes, interests and theories and respond in ways that extend their learning.

The significance of relationships in the early years is a fundamental part of establishing important skills and dispositions that center on trust, agency and belonging. Reinforcement of the importance of relationships, connecting and collaborating with the people around, is an opportunity for yet another learning which leads to the emotional and intellectual growth of a child. We hope that our students will continue getting opportunities to explore the same during their vacation.

Wish you all a very Happy Dussehra!

Sandhya Ramesh

Academic Head





# School Philosophy- 5 Developmental Pillars

## Mindfulness & Well-Being

Students enjoyed practicing various mindfulness exercises such as square breathing, The superman pose, awareness of feelings and emotions, managing emotions, guessing the taste and sound, rock-a-bye breathing, balloon breathing, volcano breathing etc. Mindfulness and well-being has become an integral part of students' daily life as they explore and experience intellectual, emotional, social and physical development.



## Stakeholder Engagement:

Various events were organized to promote stakeholder engagement such as International mindfulness day, Teacher's day, Gratitude day, International dot day, Hindi Diwas, Telugu Diwas and Student Led Conference. During Student led conference students took ownership of the conference and led their parents as they demonstrated their learning. They spoke about their work and reflected on their learning progress.

# School Philosophy- 5 Developmental Pillars

## Global Leadership:

Students continued organizing and conducting weekly assemblies as a part of global leadership. Students conducted special assemblies on Hindi and Telugu Diwas, Krishna Ashtami and Vinayaka Chaturthi. Learners continued to develop and demonstrate ATL and attributes of learner profile by participating actively in various learning engagements.



## Core values:

The core value for the month of September was 'Empathy'. Students continued to explore and understand the meaning of the word empathy through various learning engagements. They shared the importance of empathy and shared real-life examples. Students listened to the read-aloud stories, watched videos about empathy and shared their reflections. They also demonstrated the core value through assemblies.



# School Philosophy- 5 Developmental Pillars

## Holistic Excellence:

Learners reviewed their classroom essential agreements and shared their learning with peers. As part of the ongoing Life Skills programme the learners were engaged in non-fire cooking. They discussed about the ingredients required for sandwich and made a sandwich with their peers. They learnt about the different ingredients required and the process of making a sandwich.



They continued to enhance their reading skills through Oxford Reading Tree program and library sessions. They took ownership of their learning and chose their best work to be included in the portfolio. In the unit of inquiry, students discussed about the problem-solving skills through design thinking process.



# Learning and Teaching- Month Review

## **Unit of Inquiry:** **Transdisciplinary Theme:**

How the world works

## **Central Idea:**

The design of buildings and their structures is dependent on a range of factors.

## **Lines of Inquiry:**

- Factors to consider while building a structure.
- Indigenous architecture
- Ways buildings impacts the environment

## **Key Concepts:**

connection, responsibility, function

## **IB Learner Profile:**

Inquirers, Communicators,  
Knowledgeable

## **Unit of Inquiry:**

Learners explored about the different buildings and structures through various learning engagements. The students were involved in show and tell, where they chose their favourite building or structure and spoke about it. They inquired about the different factors people consider before building a structure. Using a dictionary students explored the meaning of the words 'architect', 'architecture' and 'design'. Learners researched and shared the similarities and differences between different buildings and structures from local to global using videos, flash cards/pictures. Later, they inquired about indigenous architecture around the world and discussed about the purpose of these structures. Further students discussed the ways buildings impact the environment. Students identified the problems that may arise due to excess construction of buildings. Using the design thinking process students explored the ways they could solve these problems.



# Learning and Teaching- Month Review

## **Transdisciplinary Language:**

In connection with UOI, learners made a transdisciplinary connection with adjectives, they watched videos related to adjectives and described the objects of their choice. They explored nouns, proper nouns and common nouns. They also discussed the structure of a sentence and explored about the subject and predicate in a sentence. Students continued to practice jolly phonics and read ORT books to enhance their vocabulary and reading skills.

## **Transdisciplinary Math:**

Students made transdisciplinary connections in Math and inquired about different shapes used in buildings and in our daily life. They explored shapes and discussed about the properties of shapes. Later they observed pictures of 3D shapes and reflected on the differences between 2D and 3D shapes along with its properties. Students shared examples of real-life objects of 3d shapes and shared its properties. Further they explored about the standard and non-standard units of measurement. They practiced measurement using different objects by measuring them with standard and non-standard units.

## **Drama:**

Learners inquired about different kind of emotions and their expressions. They expressed emotions while walking and sitting in front of their peers.

## **PE:**

Students were engaged in different variations of running like on the straight path, zig zag and shuttle run, they understood the importance of these skills, where and how will these skills help them.

They were introduced to jumping events, variations of jumping like – jump on the spot and jump from one place to another.

## **Dance:**

Students explored about full body movements and gestures (moving different parts of the body) like shake, shimmy, jumps, turns, hand-leg coordination, footwork.



# Learning and Teaching- Month Review

## **Art:**

The students explored the elements of art colour and classified the colours into various categories using the colour wheel. They inquired how the colours are related to each other and other classifications of colours like warm and cool colours. They created artworks using warm colours and cool colours. Students were actively engaged in making idols of Ganesh for Ganesh chaturthi using the moulds.

## **Music:**

Students were introduced to different kinds of musical notes and practiced vocal exercises (arpeggios) on different scales. Students practiced (Una paloma, small world, My Grandfather's Clock) and shared their reflections for the assessment.

## **French:**

Learners explored about various objects in a classroom in French and were introduced to nationalities.

## **Spanish:**

Learners were introduced to days of the week and months of the year in Spanish. They were also introduced to vocabulary related to the alphabet G and H.

## **Telugu:**

Cha , chah, ja, jha, ini letters were introduced to the students through various learning engagements. Students were engaged in identifying and writing the letters of cha varg. Students were introduced to tha, ba, la letters as part of Tabala poem recitation.

## **Hindi:**

The seventh letter of 'vyanjan' was introduced through Pictures and reinforcement of क वर्ग letters. Learners enthusiastically identified, pronounced, and wrote the letter छ, ज और झ through various learning engagements. Students were introduced to ज्ञ, ट और ठ letter through a presentation, story and a poem. They were able to identify and write the letters ज्ञ, ट और ठ using appropriate formation.





# International Mindfulness Day





# Learning and Teaching- Month Review



Students during coaching session



Students during show and tell and sharing the factors to consider while building a structure.



# Learning and Teaching- Month Review



Show and tell: Students chose a building/structure and spoke about it.

# Learning and Teaching- Month Review



Adjectives: Students picked an object of their choice and described it.



# Learning and Teaching- Month Review



Students engaged in various learning engagements in the second language session.



# Learning and Teaching- Month Review



Students practicing tree pose and volcano breathing



# Learning and Teaching- Month Review



Shapes: Students exploring real life objects of 3d shapes.



Students practicing songs during the music class.



# Learning and Teaching- Month Review



Students involved in making Ganesh idols.



Students involved in making various art forms using oil pastels.

# Special assembly-Krishna Ashtami



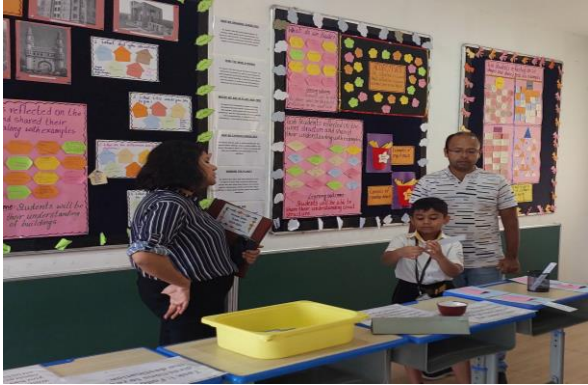


# Special assembly – Vinayak Chathurthi





# Student Led Conference





# Life skills –Vegetable Sandwich



# Life skills –Vegetable Sandwich





# World Gratitude Day





# World Gratitude Day



# Learning and Teaching- Month Ahead

## **Unit of Inquiry:**

### **Transdisciplinary Theme:**

Where we are in place and time

### **Central Idea:**

Journeys create change and lead to new opportunities.

### **Lines of Inquiry:**

- Types of journey
- Choices and planning for a journey
- Impact of journey on people
- Changes due to journey

### **Key Concepts:**

form, perspective, function, change

### **IB Learner Profile:**

Inquirers, Communicators,  
Balanced

## **Unit of Inquiry:**

Students will start their next unit of inquiry under the theme "Where we are in place and time". They will explore and define the meaning of the word journey and inquire about the various types of journey. Further they will explore about importance of choices while planning a journey. They will discuss how journeys have impact people and various changes that occur due to a journey through various learning engagements.

### **Transdisciplinary Language:**

Students will describe pictures related to journey. They will be involved in show and tell where they will share about their experiences during a journey. They will be engaged in the process of journal writing.

### **Transdisciplinary Math:**

In Math, students will explore the usage of time. They will explore and inquire about the 'O' clock and half past. They will be introduced to calendar and its usage.





# Learning and Teaching- Month Ahead

## **Dance:**

Students will continue to learn different body movements and gestures like (moving different parts of the body) which includes shake, shimmy, jumps, turns, hand-leg coordination, footwork, locomotor and non-locomotor steps.

## **Art:**

The students will be further inquiring into the next element of art-shape. The students will identify different types of shape, similarities and differences between line and shape. They will be exploring the different ways of creating shapes in an artwork. Students will start working on artifacts for the farmer's market.

## **Music:**

Students will revisit the different kinds of musical notes, practice vocal exercises with different tempo and the songs – Doe a deer, Una Paloma, Children of the World, Small World and My Grandfather's clock. Students will be introduced to the element of the music – Pitch.

## **Drama:**

Learners will explore the usage of vocal sounds in expressing an emotion. They will learn to do exaggerated laughter and cry.

## **PE:**

Students will further learn lateral jump and standing broad jump. They will go through the basic and ball feeling skills in throwing (Juggling, shifting, tossing and catching). They will inquire and explore about the different throws in competitions. They will learn the different variations of throws like under arm and over arm throws.



# Learning and Teaching- Month Ahead

## **French :**

Students will revisit the earlier concepts and further learn about nationalities and adjectives.

## **Spanish:**

Learners will learn vocabulary related to I and J letters, and numbers 21-25. They will also learn rhymes related to days of the week and months of the year.

## **Hindi:**

Students will be further introduced to the letter ड, ढ और ण. They will also learn how to write the letters and words formation by using these letters.

## **Telugu:**

Students will be introduced to the letters ta, tah, da, dah, na through storytelling and finding objects. They will also be engaged in learning how to read and write the letters. Students will revisit the previously taught letters.





# Happenings Month Ahead

Event	Date
Gandhi Jayanthi	2nd October
Dusherra Break	14th to 25th October

**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>

<https://www.instagram.com/thegaudiumhyd/>

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

