



# P R I S M

Nursery  
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.



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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

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CONTINUUM DE L'IB  
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# 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 to their parents.

Parents were amazed not only with learners' clarity and confidence of learning but also with the real-life connections they made 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 centre 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



## Mindfulness & Well-Being

Students and teachers have been practicing mindfulness every day. The mindfulness exercises practiced are Mindful walking, square breathing, Awareness of feelings and emotions, Volcano breathing, Bunny breathing and Balloon breathing. These mindfulness exercises help students to reduce stress, increase alertness, boost the immune system, and increases attention span.



## Core value

Core value for the month, 'Empathy', was inculcated through various ways. Students discussed the meaning of, 'empathy'. They connected to stories related to empathy and shared real- life examples of where they have displayed empathy. Students shared their understanding of how do they show empathy in real life.





# School Philosophy- 5 Developmental Pillars

## Global Leadership

Students demonstrated ownership of their learning by co-constructing essential agreements and discussed that we will take care of our things. They started sharing their ideas and making choices during the learning.



## Holistic Excellence

Students engaged in life skill sessions, celebrated International Mindfulness day and festivals like Raksha Bandhan and Vinayaka Chaturthi. They enthusiastically participated in non-fire cooking by making sandwich. Most of them were able to identify the ingredients like bread, butter, tomato and jam. They took the opportunity of making the sandwich with their peers and teachers to enhance their life skills and social skills.

# School Philosophy- 5 Developmental Pillars

## Stakeholder Engagement

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.





# Learning and Teaching- Month Review

**Unit of Inquiry:** Transdisciplinary

**Theme:** Sharing the planet.

Central Idea: Animals and people interact in different ways in different contexts.

**Lines of Inquiry:**

- The different roles animals play in people lives.
- Suitability of particular animals for specific functions.
- Our responsibility for well being of animals

. **Key Concepts:** function, causation, responsibility

**Related Concepts:** relationships, characteristics, needs

**Learner Profile:** Caring, Balanced, Principled, Communicator

**Unit of Inquiry**

Students were excited to share and showcase their learning.

They began to inquire into the 2nd unit of inquiry under the theme 'sharing the planet'.

Students had a virtual tour of Zoo and reflected on their understanding by identifying the animals from it.

They enjoyed listening to animal stories and were curious to share their understanding through various learning engagements. Further, students inquired about the similarities between the virtual zoo tour and the animal stories. They sorted animals into different categories/groups (like food, colour and habitat) according to their understanding.

Students enjoyed exploring the features of an elephant, a monkey and a camel using different resources like pictures, stories, and videos.

# Learning and Teaching- Month Review

## Transdisciplinary Language

Students were introduced to the letters of the alphabet 'c,k,e,h,r,m,d' with its phonic sound and objects related to it. They practiced letter recognition and formation using sand/ flour tray and crayons.

Students enthusiastically participated in various group learning engagements where they crumbled pieces of paper, tearing and pasting of papers for the formation of the letters which enhanced their fine motor skills. Students were introduced to new vocabulary using stories, videos and pictures. During story time, teachers read out stories which helped them in developing their vocabulary and enhanced their communication skills

## Transdisciplinary Math :

Students did oral counting of the characters from the stories. They were engaged in creating patterns pictograph, human graph using the information shared about their favourite animals.

## Music

Students watched and identified artificial sounds (vehicle horn, instrument sounds...) They practiced rhymes including artificial sounds along with the teacher with the help of Electronic Keyboard.

## PE

Students were engaged through the following balancing skills

- Balancing postures like tree pose, airplane pose, standing on single leg etc
- Balancing objects on different parts of the body like head, shoulders and knees
- Balancing walk -on toes and heel using ladder and pommel spots

## Dance

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

# Learning and Teaching- Month Review

## **Art:**

Students continued learning about colours. They co-constructed the assessment task and criteria and showed their learning of colours.

Students continued their journey of learning and were introduced to clay modelling. They explored making some basic shapes with the clay. They also used mould to make the Ganesha for Ganeshchaturhi. Students further continued to explore the techniques using clay and shapes to create their artworks. They used clay cutters and moulds in the process of making the artworks.

## **Drama:**

Learners explored and exercised their imagination using an object in different ways.



# Learning & Teaching – Month Review



Character parade



# Learning & Teaching – Month Review



International mindfulness day



# Learning & Teaching – Month Review



Life skills session

# Learning & Teaching – Month Review



Student led conference ( SLC)



# 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



TD Language - Introduction to the letters using different learning engagements.



# Learning & Teaching – Month Review



TD Math- Identification and formation of the numbers 1 to 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 – Students practicing exercises related to locomotor skills.  
Reading – Listening and responding to stories.

# Learning and Teaching- Month Ahead

## **Unit of Inquiry:**

Transdisciplinary

**Theme:** Sharing the planet.

**Central Idea:** Animals and people interact in different ways in different contexts.

### **. Lines of Inquiry:**

- The different roles animals play in people lives
- Suitability of particular animals for specific functions.
- Our responsibility for well being of animals  
**Key Concepts:** function, causation, responsibility  
Related

**Concepts:** relationships, characteristics, needs

**Learner Profile:** Caring, Balanced, Principled, Communicators

## **Unit of Inquiry**

Students will continue to inquire about different types of animals (wild/jungle, pet, farm, aquatic) through different learning engagements. They will also explore their responsibility towards the needs of animals (food and water), their living conditions, taking care of animal health, and showing love and care towards them.

## **Transdisciplinary Language**

In the coming month, students will learn letters of the alphabet along with the phonic sound and related objects. They will engage in tracing and formation of letters to build their vocabulary through stories, picture talk etc.

## **Transdisciplinary Math**

Students are going to learn numbers along with quantification, tracing and formation of numbers along with other pre-Math concepts.





# Learning and Teaching- Month Ahead

## **Music**

Students will revisit natural sounds (rain, thundering, animal sounds...) and artificial sounds (vehicle horn, instrument sounds...) and will be next introduced to soft and loud sounds. Students will practice rhymes using actions along with the teacher.

## **Drama**

Learners will actively participate in story building. They will use their imagination and contribute to the performance.

## **Dance**

Students will be learning elements of dance (Action and Time) like free movement which are not paced, leg movements on right and left directions and tempo fast and slow.

## **Art**

Students will be introduced to types of art printing using different objects as stamps to create their artworks. They will be starting to work on the artworks for the farmer's market.

## **PE**

Students will be engaged in basic gymnastic exercises.



# 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/>

