



P R I S M

PP1
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



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 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 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



Schools Philosophy – 5 Developmental Pillars

Holistic Excellence

As part of holistic excellence, students participated in life skills programme. They were engaged in non-fire cooking wherein they enthusiastically made vegetable sandwich with their peers. Later they enjoyed eating the sandwich. Students continued and enjoyed reading ORT books and participated in the read aloud sessions.



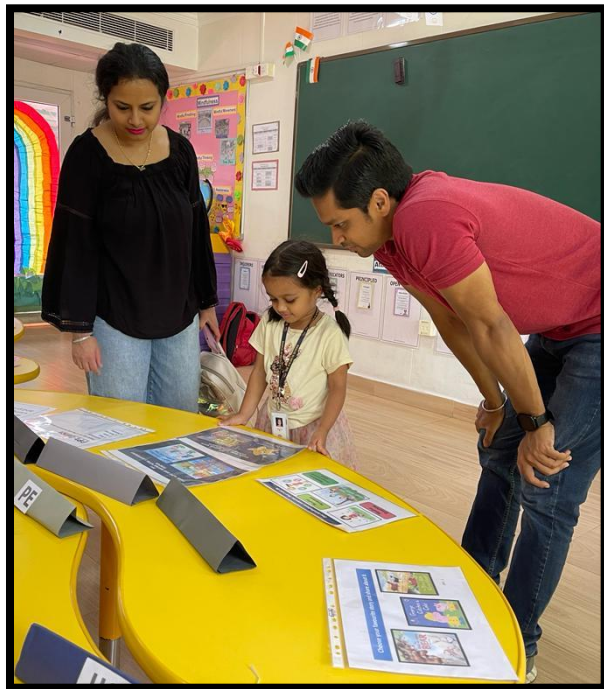
Mindfulness & Well-Being

Students actively participated in different mindfulness exercises like Pinwheel Breathing, Superman Pose, Shark Fin Breathing, Volcano Breathing and Wonder Pose. They discussed and shared with their peers the things they are thankful for. They also shared their views on the importance of being mindful of their actions. Students celebrated world mindfulness day by participating in the special assembly conducted by grade 2 students who shared the importance and benefits of mindfulness. Students later engaged in different mindfulness exercises.



Stakeholder Engagement

Students welcomed their parents for the first SLC-Student led conference where they shared their learning confidently and enthusiastically. They were excited to introduce their teachers to their parents. Students developed ownership of their learning. 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.



Global Leadership

Students participated in the show and tell learning engagement where they creatively shared about their homes. Speaking in front of their peers helped them develop a sense of pride, confidence and enhanced their communication skills leading to an increase in their self-esteem.



Core values

Core value for the month, 'Empathy', was inculcated through various ways. Students discussed the meaning of 'Empathy'. They watched different stories related to empathy and shared real- life examples of where they have displayed empathy. Students shared their views on how they show empathy to their peers, teachers, parents and elderly people around them.



Learning and Teaching- Month Review

Unit of Inquiry:

Transdisciplinary Theme:

Where we are in place and time

Central Idea:

Homes reflect range of influences and local conditions.

Lines of Inquiry:

- Homes over time
- Homes around the world
- Impact of influences on homes

Key Concepts:

change, function, perspective

Related Concepts:

culture, needs, time, locality

IB Learner Profile:

Inquirers, Openminded,
Communicators

Unit of Inquiry:

Students were tuned into the new unit under the theme “Where we are in place and time” by exploring different homes and houses. They unpacked the word ‘Home’ and inquired into the similarities and differences between a home and a house through varied learning engagements. They explored different homes around the world and identified the places on the maps.

Transdisciplinary Language:

Students were introduced to the letters- Hh(Home), Dd (Dog), Cc (cow) and Kk(kennel) with the phonic sound and related objects. They practiced tracing and writing the letter with the correct formation. Students practiced blending sounds of ‘a’ words.



Learning and Teaching- Month Review

Transdisciplinary Math:

Students were introduced to the numbers from 21 to 30 through different learning engagements of sequencing and quantifying. They practiced writing numbers in their notebooks. Students were introduced to map pointing while exploring homes around the world. They further talked about non- standard units of measurements like tall, short, big and small.

Art:

Students continued exploring different types of art using the technique of tearing and pasting by recreating the given picture.

They created their choice of artworks and recreated them using the technique of tearing and pasting. Students continued working on the technique by arranging different material and sticking them

to create the artwork like bindi, paper crumpling, leaves and twigs. Students observed the demonstration of making clay Ganesh using the moulds. They were engaged in creating the same.

MUSIC :

Students inquired into different set of sounds (loud horn, vehicles moving, machines working, etc.) and identified the difference between noise and music. They shared examples from their daily life. Students reflected on a video about loud sound and soft sound and shared their understanding. They discussed the difference between high and low sounds and practiced along with their teacher.



Learning and Teaching- Month Review

DANCE :

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

DRAMA :

Learners explored about representing an animal using physical gestures, body movements producing the voice of that animal.

P.E :

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



Learning and Teaching



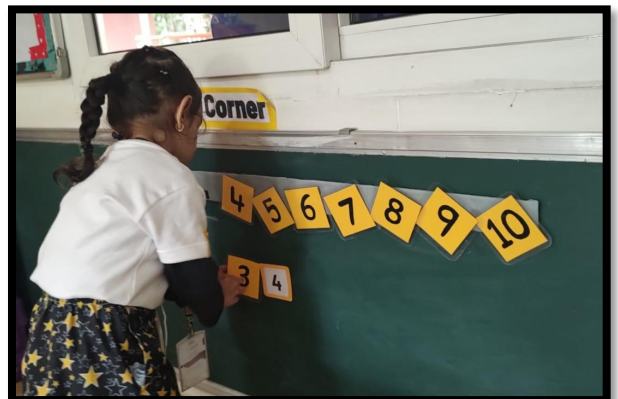
UOI: Learners exploring different types of homes.

Learning and teaching



UOI: Learners were engaged in group discussion during the inquiry.
UOI: Show and tell learning engagement

Learning and teaching



TD LANG : Learners practicing the blending of letter sounds.

TD MATH : Learners were engaged in before and after numbers learning engagement.

Learning and teaching

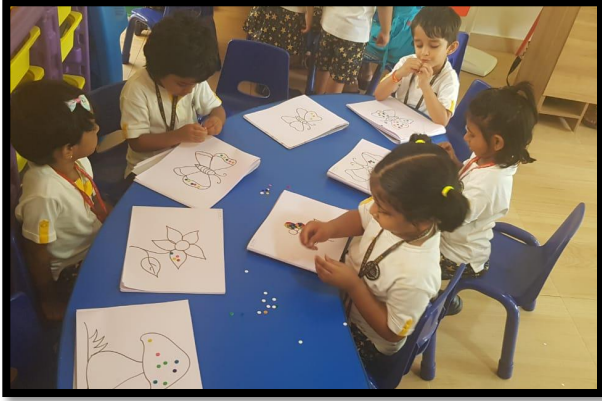


P.E : Learners practicing in different balance exercise – bridge, stork stand, 3point balance, 2point balance, bird pose, ballet pose, one leg balance.

DRAMA : Learners were engaged in learning engagement using their imagination and adding inputs to given scenarios.

DANCE : Learners were engaged in different dance movements .

Learning and Teaching



ART: Learners were engaged in bindi collage learning engagement.

Music: Learners practicing songs/ rhymes along with the teacher.

LifeSkills- Non –Fire Cooking



As part of life skills learners were engaged in non-fire cooking.

International Mindfulness Day



Learners were engaged in different mindfulness exercises.

SLC-Student led Conference



Learners shared their learning confidently with their parents.

Learning and Teaching- Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

Where we are in place and time

Central Idea:

Homes reflect range of influences and local conditions.

Lines of Inquiry:

- Homes over time
- Homes around the world
- Impact of influences on homes

Key Concepts:

change, function, perspective

Related Concepts:

culture, needs, time, locality

IB Learner Profile:

Inquirers,
Open-minded
Communicators

Unit of Inquiry:

Students will continue to inquire about “Homes over time” and how time has impacted homes over the years. They will also explore the impact of culture, technology etc on homes through various learning engagements.

Transdisciplinary Language:

Students will be introduced to the second group of jolly phonics connecting to the Unit of Inquiry. They will learn the blending techniques of different letters and practice blending to read and write the 3 letter words in the notebooks.

Transdisciplinary Math:

Students will continue to sequence the numbers in order using place value. They will be introduced to numbers 31 to 50 and to the concept of tally marks. Students will learn different ways of representing numbers.



Learning and Teaching- Month Ahead

Art

Students will further explore different types of art like clay modelling and paper sculpting. They will start working the artworks for the farmer's market.

MUSIC

Students will watch a video on animal sounds to identify the low and high sounds and learn with the High and Low Game. Students will inquire about action song/rhyme. They will practice the songs / rhymes along with the teacher with the help of Electronic Keyboard.

DANCE

Students will be learning elements of dance (action) like bend, run, jump, knee lift, hands shakes, shoulder movements and twist..

PE

Students will explore about the balance skill and its importance. They will be engaged in different balance exercises – bridge, stork stand, 3 point balance, 2 point balance, bird pose, ballet pose, and one leg balance. They will balance in movement and balance the object on different body parts. Students will implement the balance skill with proper technique in lead-up activity.

DRAMA

Learners will learn to exercise their imagination and see things differently. They will learn to imagine scenarios and add their input to the given scenario.



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/>

