



P R I S M

PP2

October & November 2023

Message from The Head Of School- IB PYP

Dear Parents,

Greetings!

In this edition of the newsletter, I share with you 2 short stories !

Story 1-

A small boy found a cocoon on a leaf and decided to take it home. For days he carefully observed his treasure and not long after, he watched as a small butterfly began to chew his way out of the cocoon.

The butterfly struggled and struggled, but after much effort, it only partially emerged from the cocoon. After a while, the boy determined that something must be wrong because the butterfly appeared stuck and did not seem to be able to escape the cocoon. With compassion, the boy helped the butterfly by carefully tearing the cocoon a little to enlarge the hole and free the butterfly.

The butterfly did emerge, but its body was bloated, and its wings were shrivelled and useless. The wings remained shrivelled and after a short time the butterfly collapsed . The boy asked a friend, who was a biologist, to explain what had happened to the butterfly.

The biologist explained that this struggle to emerge from the cocoon pushed the fluid from the butterfly's body into the capillaries and into its wings, completing the butterfly's transformation.



When the cocoon was artificially cut open, the butterfly did not struggle and thus never developed functional wings. In attempting to help the butterfly, the boy had inadvertently harmed it.

Acknowledgement-

<https://sharonelby.com/resilience/remembering-the-importance-of-grit-and-resilience-through-this-story/>

Story 2-

The Yarlung Tsangpo river is known as the roof of the world and is the highest river in the world. The river is often called as the "Everest of Rivers" because of its extreme conditions and lofty elevation. The average elevation being about 4000 meters, Yarlung Tsangpo starts from the



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Angsi Glacier in Tibet and runs across Tibet, India and then meets The Bay of Bengal. It has to navigate its way through multiple mountain ranges. While leaving the Tibetan Plateau, the river forms the world's largest and deepest canyon, **Yarlung Tsangpo Grand Canyon** which is much longer than the [Grand Canyon](#). The Yarlung Tsangpo is certainly one among the most unusual and inspiring rivers of the world. The river is stronger than the mountain. The way of the river, ever searching, ever flowing, always finds its path around the obstacle. In the flow of the river one can observe its true strength.

Acknowledgement- <https://healingforest.org/2020/07/24/resilience-examples-stories/>

Grit and resilience are related to our wellbeing, academic success, and quality of life. Obstacles, challenges, and risks are part of life. So when we see children struggling to learn a new sport or skills or dealing with challenging tasks, resist the urge to assist them. Instead, encourage them not to quit because of the discomfort, but develop the confidence needed to confront challenging situations. We must allow our children to take on challenging tasks and activities that require discipline to accomplish. This would help them learn what it takes to be focused and be determined to find solutions to whatever difficult situation they face as they grow up. Let us be a supporting coach to our children and guide them in building their self-efficacy and self-motivation in doing challenging tasks. Resilience is a belief in oneself and a determination that adversity does not one but moves towards a goal.

On this note, I look forward to seeing you at the Annual Sports Day this month where our students will participate in events to ensure that they are future ready for all challenges!

Thank you once again for being our partners in the learning journey of our students!

Warm regards,

Anjalika Sharma

IB PYP Head of School



Message from the Academic Head's Desk

Dear Parents,

Greetings!

Our 'Happy minds model' focuses on the holistic development of children as a key to growth. Learners are provided with opportunities embedded in the learning experiences which supports the overall development of students. To encourage the students to be self-regulated learners, we focus on approaches to learning (ATL) which is well knit with five interrelated skills.

These skills play crucial role in supporting students, as tools to learn different subjects effectively. The approaches to learning are not only focused on learning subjects inside the classroom but also in sports and physical education which helps on developing different skills outside the classroom.



We recently conducted the three-way conference, and published the first term reports, sharing the students' learning, based on the subject specific learning outcomes. We have also reported students' self-evaluation details based on the attributes of learner profile they demonstrated, and approaches to learning developed in this term.



Message from the Academic Head's Desk

Our learners are gearing up for the upcoming annual sports day which will not only benefit them physically but also will have an impact on the academic progress as it helps in boosting self-esteem, reducing stress, developing team and leadership skills, instilling patience, perseverance, and divergent thinking.

We look forward to active participation of all our students in presenting their skills with confidence, and your continuous encouragement and support in their learning journey.

Sandhya Ramesh

Academic Head



School Philosophy- 5 Developmental Pillars

Mindfulness & Well-Being

Mindfulness and wellbeing pillar aims to foster positivity in life by being aware of our body, mind and feelings which help us understand and accept ourselves and the world better. It is an integral part of our daily life at school and provides an enriching experience by enhancing the intellectual, moral, emotional, social and physical development of each student.



As part of Mindfulness and well-being the students practiced back-to-back breathing, tree pose, bee breathing, eating with compassion, awareness of feelings and emotions, and calming down exercises. After every mindfulness exercise students shared their reflections.



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School Philosophy- 5 Developmental Pillars

Core value

To balance their inner and outer world in the pursuit of happiness, students watched videos and were engaged in picture talk and discussions on the core values – Empathy and Gratitude. They discussed the meaning of Empathy and Gratitude and shared the real-life connections where they demonstrated Empathy and Gratitude. They showed their 'Gratitude Gestures' and made 'Gratitude pumpkins'.



Holistic Excellence

To inculcate life skills from the very young age, Life skills sessions have been conducted across the grades. As part of these sessions the students enjoyed watching a video on 'Table Manners.' They thoroughly enjoyed preparing the 'Vegetable salad' and relished every bite of it.



School Philosophy- 5 Developmental Pillars

Global Leadership

The future leaders, confident communicators and the risk-takers presented themselves in the class assemblies. Students developed and demonstrated ATL and attributes of learner profile by actively participating in various learning engagements. They continued to take responsibility and ownership of their learning by setting their goals, co-constructing success criteria and sharing their reflections by following the essential agreements.



Stakeholder Engagement

Students enthusiastically participated in various events such as Dussehra, Children's day and Diwali celebrations. The students also attended a session on 'First aid' by the school nurse. The three-way conference has been conducted to report the learners' progression throughout the first term. Parents and teachers met virtually and discussed the strengths and areas of improvements of the learners. The stakeholders enjoyed the unique event by the school 'The farmers market - Vasudaiva Kutumbam'.



Professional Development

A PD session on IB Programme Standards and Practices was facilitated by Ms. Sandhya Ramesh. As a team we all read this document, which is the foundational set of principles for schools. IB ensures quality and fidelity through the implementation of the programmes. The suite provides critical information for the planning, implementation, development, and evaluation of all International Baccalaureate® (IB) programmes.

The standards are general principles that lie at the heart of being an IB World School, while practices are further definitions of the standards that include references to implementation. The programme standards and practices are organized into four overarching categories: purpose, environment, culture, and learning.

Purpose - Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Culture- Schools develop, implement, communicate, and review effective policies that help to create a school culture in which IB philosophy can thrive.

Environment - develops a learning environment sustained by effective structures, organizational practice, and resources.

Learning – It creates student learning experiences of the highest quality possible.

At the end of the session, the team reflected on their reading as well as discussions to deepen their understanding of the programme.



Learning and Teaching- Month Review

Unit of Inquiry:

Transdisciplinary Theme:

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 Concept:

form,
function,
perspective

IB Learner Profile:

Knowledgeable,
Communicators,
Risk-takers

Unit of Inquiry:

Students started the new unit 'How we express ourselves' through exploration of various art forms using 4 corners strategy and unpacked the word 'Art'. Later, they chose an art form to create their own artwork. Further, the students dived deep into the inquiry process by framing questions to inquire more about the unit and sorted them according to the key concepts – form, function and perspective. Later, they attended guest talks by the art, dance, drama facilitators and shared their understanding/ reflections about the visual, performing art forms. Later, they inquired about the linguistic art form in which they learned about poetry and stories as an art form to express feelings. The students compared the art forms for deeper conceptual understanding. Later, they created their own poems and stories. The students further shared their perspectives about the role of art in people's lives.

Learning and Teaching- Month Review

Transdisciplinary Language:

Students practiced 42 Jolly phonics, sight words, blending technique to enhance their reading and writing skills. They made transdisciplinary connections with rhyming words as they were inquiring about the rhyming poetry. They actively participated in 'Picture talk' and framed simple sentences. They used describing words to talk about the pictures of various art forms. They learned about the elements of poetry and stories to deepen their conceptual understanding through various learning engagements.

Transdisciplinary Math:

In connection with the UOI, the students connected to the concept of lines and explored horizontal, vertical, slanting, zig-zag, wavy and curved lines. They further explored different lines on the walls of the school premises when they went for a school tour.

The learners explored making 2D shapes such as circle, square, triangle, rectangle, semi circle, oval and star with the help of lines and discussed the properties of 2D shapes. They learned about the patterns in which they discussed colour, shape, number, letter, days, months patterns. They also learned about the skip counting by 2's, 3's, 5's and 10's under the concept of patterns.

Art

Students were introduced to texture as an element of art. Students touched and experienced the difference between the surface of various objects. They continued to explore the importance of texture in their daily life. They explored different ways of creating the textures like using the lines, texture rubbing, using the textured objects to create the artwork to create the real texture to their work.



Learning and Teaching- Month Review

They were introduced to shapes as an element of art. Students identified the difference between 2D shapes and 3D shapes. They tried to understand the importance of shapes in art and relate the shapes to their surroundings.

Students connected with pattern and discussed about the importance of pattern in artwork. They have created their own patterns using the elements of art line, shape, colour, and texture.

Drama

Learners learnt about the importance of chorus in the drama. They produced an emotional environment for the performer by using their voice as a chorus and expressed emotions. They were engaged in exercising the chorus through various learning engagements.

Dance

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

PE

In this month learners were engaged in variations of running. Learners had a discussion on jumping skill. They explored and practiced on the spot jumping.

They explored lateral jump.

Learners had a discussion on throwing skills and practiced different throwing skills.

Learners did the inquiry on different types of throwing skills such as underarm throw, upper hand throw, overhead throw and side arm throw.



Learning and Teaching- Month Review

Music

Students revisited the songs i.e., Honge Khamyaab, we shall Overcome, Small World, Doe a deer, Sunshine, Smile. They explored the elements of music such as melody and tune. Students practiced vocal exercises with warmups in different scale/pitch and in different tempo/speed.



Learning and Teaching- Month Review



Students observed, identified and explored the visual, performing and linguistic art forms.

Learning and Teaching- Month Review



Students observed, identified and explored the visual, performing and linguistic art forms.

Learning and Teaching- Month Review



To extend their learning on art forms the students attended the 'Guest talk' on Art, Drama and Dance.

Learning and Teaching- Month Review



Students participated in various learning engagements such as picture talk, sequencing the stories and identifying the elements of stories, explored lines shapes and patterns

Learning and Teaching- Month Review



PE - Students were engaged in jumping skills and throwing skills.

Learning and Teaching- Month Review



Drama - Students learnt about the chorus in drama.

Learning and Teaching- Month Review



Art - Students explored different ways of creating the textures and created their own patterns.

Learning and Teaching- Month Review



Dance - Students learned the elements of dance.

Learning and Teaching- Month Review



Students participated in class assemblies.

Learning and Teaching- Month Review



Library – Students participated in read-aloud session.

Learning and Teaching – Month Review



ORT – As part of the Oxford Reading Tree Programme, students enjoyed reading books enhancing their reading skills. Music -Students practiced vocal exercises with warm-ups in different scale/pitch and in different tempo/speed. Students had great fun dancing for the beats during the 'Dussehra' celebrations.



Life skills Sessions



Life skills - Students attended various life skill sessions by the counselor and also prepared 'Vegetable Salad' as part of life skill session.

Children's Day Celebrations



Students had great fun playing freeze dance game and dancing on the beats during the 'Dussehra' celebrations.

Diwali Celebrations



Students enthusiastically made different takeaways during the Diwali celebration. They also made 'Gratitude Pumpkin'.

Learning and Teaching – Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

How the world works

Central Idea:

People apply their understanding of forces and energy to invent and create.

Lines of inquiry

- Understanding forces and energy
- Application of force and energy
- Cause and effect of inventions

Key concepts:

Form, Function, Causation

Related concepts:

Technology, Innovation, Creation

IB Learner Profile:

Risk- takers, Inquirers, Thinkers

Unit of Inquiry:

Students will start a new unit under the theme 'How the world works' in which they will observe, discuss and understand the terms 'force' and 'energy'. For deeper conceptual understanding of the same. They will inquire about the various forces and energies in their daily lives. Further they will inquire more about the inventions that changed the human lives. They will be engaged in discussing the Design Thinking process.

Transdisciplinary Language:

In connection with the UOI, the students will connect to the action words (Verbs) and describe the verbs using adverbs. They will also discuss the cause-and-effect concept.



Learning and Teaching- Month Ahead

Transdisciplinary Math:

The students will revisit the place value concept and directions, problem solving techniques (addition and subtraction).

Art

Reinforcement of 3D shapes: Students will observe the pictures related to the festival of Christmas such as- Christmas tree (Cone shaped), 3D Snowman and Christmas tree decoration balls (Sphere), Gift boxes (Cube, Cuboid shape), Christmas candles (Cylinder shape). They will create an artwork using 3D shapes.

Drama

Learners will inquire about the different characters and their respective roles.

Dance

Students will be learning different elements of dance like group dancing, coordination, different patterns of hand and leg movements, uses of prop, formations and they will also explore how to overcome stage fear and expression through dance.

PE

Learners will be engaged in gymnastic exercises and will practice balancing on foot, jumping using both legs. They will explore baby roll, jump and half turn and they will practice the same . Learners will be engaged in exploring different poses like cobra pose.



Learning and Teaching- Month Ahead

Music

Students will practice vocal exercises in different scale/pitch and tempo/speed. Students will practice songs (Honge Khamyaab, we shall Overcome, Small World, Doe a deer, Sunshine, Smile), Students will be introduced to emotions, and new songs 'Happiness is something', 'Jingle bells' and 'happy wanderers' with the teacher.



Happenings Month Ahead

Event	Date
Annual Sports Day- Grade 2-5	22 December 2023
Annual Sports day- Nursery to PP2	23 December 2023
Christmas Holidays	24 December to 2 January 2024

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/>

