



P R I S M

Grade PP1
December 2023

Message from the Head of School – IB PYP

Dear Parents,

Wishing you all a Happy New Year filled with many successes and continued progress. During the winter break, I hope you had the chance to spend time with friends and family. I certainly did spend some time reflecting on 2023 and at the same time thought about the work and opportunities that lie ahead in 2024.

The successes of our student led conferences, three way conferences, assemblies, Sports Day, to name a few of the events, have reconfirmed our firm belief in holistic excellence, values, stakeholder engagement, well-being and leadership for all! Challenges will always be there but we must come together to ensure that our students exhibit perseverance and grit at all times and succeed to achieve excellence.

Today, I share with you my all-time favourite story of a father and a daughter!

Once upon a time a daughter complained to her father that her life was challenging and that she didn't know how she was going to make it. She was tired of struggling all the time. It seemed just as one problem was solved, another one soon followed.

Her father, a chef, took her to the kitchen. He filled three pots with water and placed each on a high fire. Once the three pots began to boil, he placed potatoes in one pot, eggs in the second pot, and ground coffee beans in the third pot.

He then let them sit and boil, without saying a word to his daughter. His daughter, impatiently waited, wondering what he was doing.



After twenty minutes he turned off the burners. He took the potatoes out of the pot and placed them in a bowl. He pulled the eggs out and placed them in a bowl.

He then ladled the coffee out and placed it in a cup. Turning to her he asked, "Daughter, what do you see?"

"Potatoes, eggs, and coffee," she hastily replied.

"Look closer," he said, "and touch the potatoes." She did and noted that they were soft. He then asked her to take an egg and break it. After pulling off the shell, she observed the hard-boiled egg. Finally, he asked her to sip the coffee. Its rich aroma brought a smile to her face.

Message from the Head of School – IB PYP

“Father, what does this mean?” she asked.

He then explained that the potatoes, the eggs and coffee beans had each faced the same adversity– the boiling water.

However, each one reacted differently.

The potato went in strong, hard, and unrelenting, but in boiling water, it became soft and weak.

The egg was fragile, with the thin outer shell protecting its liquid interior until it was put in the boiling water. Then the inside of the egg became hard.

However, the ground coffee beans were unique. After they were exposed to the boiling water, they changed the water and created something new.

“Which are you,” he asked his daughter. “When adversity knocks on your door, how do you respond? Are you a potato, an egg, or a coffee bean?”

Adapted from

<https://www.4recruitmentservices.com/blog/2017/08/15-motivational-and-inspiring-short-stories?source=google.com>

We have an exciting year ahead, filled with opportunities for growth, learning, and personal development. We will continue working on reviewing and reflecting on our curriculum to further enrich it with innovative teaching methodologies and add deeper focus on developing critical thinking and problem-solving skills. In addition to the academic aspect, we deeply value the partnership between our school and families. We view our relationship as a collaborative effort, and together, we can provide the best possible education for our children.

As we continue to come together for learning, growth, and discovery, let us foster a sense of unity, respect, and understanding, building strong relationships and a supportive network to create an environment where students can thrive both academically and personally.

Once again, wishing you happy New Year-2024. We look forward to working together to make this a memorable and successful year for our learners.

Warm regards,

Anjalika Sharma

IB PYP Head of School



Message from the PYP Coordinator's Desk

Dear Parents,

Wishing you all a very Happy New Year!

Empowering Young Minds: The Key to Lifelong Success

At the heart of the PYP curriculum is the fundamental belief that students are not just recipients of knowledge but active agents and partners in their educational journey. This shift in perspective sets the stage for student agency—a concept rooted in the cultivation of a robust sense of identity and self-efficacy. Self-efficacy, the individual belief in the capacity to act effectively, becomes the driving force behind achieving specific goals.

PYP students with agency embody qualities of initiative and a profound sense of responsibility. These young minds take ownership of their learning goals, charting their own paths to success. The commitment to nurturing student agency at The Gaudium School is evident through various strategies designed to empower students.

Establishing a Respectful and Welcoming Culture:

Essential agreements, designed collaboratively, foster an emotionally safe and respectful environment within our classrooms.

Setting up Learning Spaces: Actively involving students in the design of their learning spaces is a proactive measure. This not only fosters a sense of ownership but also enhances awareness of the resources required for accelerated learning.

Making Decisions About Learning: Empowering students to play an active role in co-constructing success criteria for assessments and choosing appropriate tools for self-designed assessments instills a sense of control over their learning journey.



Voicing Opinions with Facts: An integral aspect of becoming self-directed learners is the ability to articulate opinions with supporting facts. This practice enhances critical thinking and become independent learners

Providing Critical Feedback: A culture of feedback is nurtured among students, allowing them not only to receive constructive feedback at the same time, also to provide forward-looking guidance to their peers. This collaborative environment promotes lifelong learning.

Reflecting on Learning Goals: Reflection is key in the learning process, This practice equips students with insights needed to strategize and achieve their goals.



Message from the PYP Coordinator's Desk

Ways to nurture 'Student Agency' at home:

Set Goals : Encouraging children to set academic or personal goals fosters awareness and self-management skills. Setting clear steps to work towards these goals, such as dedicating 15 minutes a day to reading for improved reading skills.

Reflect and Revise: Regularly checking in on a child's progress towards their goals instills ownership and provides opportunities for lifelong learning.

Passion Projects: A passion project can be on anything a student is interested in. Maybe they want to learn to cook, paint or learn a sport e.g., football. Giving children opportunity to choose their own project helps them set goals and take ownership of their own learning

Ask for Opinions: Involving children in decision-making processes, such as choosing movies or holiday destinations, contributes to their sense of agency and autonomy.

Allow Decision-Making: Providing children, the opportunity to make decisions wherever possible, like choosing their attire for a friend's birthday party, nurtures independence and decision-making skills.

I conclude by emphasizing the transformative impact of agentic learning within a supportive learning community. Students who embrace agency develop critical and creative thinking skills, perseverance, independence, and confidence. This holistic approach to education shapes students into global citizens who make thoughtful considerations and decisions, prioritizing relationships, dialogue, and respect for one another.

In essence, the journey towards nurturing student agency is a collaborative endeavor between educators and parents. By empowering students to become active architects of their learning journey, we equip them not only with academic excellence but also with the mindset and skills needed to thrive in an ever-evolving world. As the torchbearers of education, let us continue to inspire and guide the next generation towards a future of limitless possibilities.

Source: https://resources.ibo.org/pyp/works/pyp_11162-51463?root=1.6.2.2.5.3

Happy learning and teaching

Warm regards,

Meera Chhabria

Primary Years Programme Coordinator



School Philosophy – 5 Developmental Pillars

Mindfulness and Well-being:

Students and teachers engaged and practiced a range of mindfulness exercises like superman pose, heart breathing, starfish breathing, tree pose, mindful listening and understanding emotional zones. Students reflected upon their experiences and shared their views on the benefits of practicing these exercises.



The counsellor conducted sessions on good and bad choices. Students were questioned about what they believed to be good and not so good decisions in a variety of formats and approaches. The counsellor provided instances of wise and unwise choices from real life scenarios. Students discussed how their responses were linked to the subject. The counsellor further connected to personal space. She related personal space to wise and unwise choices. By the end of the theme, students had a better understanding of types of choices.



School Philosophy – 5 Developmental Pillars

Core Values-The core value for the month 'Gratitude' was inculcated in various ways. Students were involved in various learning engagements like watching and listening to stories. They read books related to gratitude. Students made a thank you card for their loved ones and shared the importance of gratitude in our lives during discussions.



Stakeholder-

Students celebrated Christmas Day through a special assembly. As a part of stakeholder engagement all students participated in the sports day for the academic year 2023-2024.



School Philosophy – 5 Developmental Pillars

Global leadership-

Students demonstrated the ownership of their learning by engaging and sharing how best they learn and what they learn. They participated in a special assembly for Christmas. As a part of the global leadership experience, learners organize a weekly assembly that provides them with opportunities that help them to develop their ATLs and demonstrate the attributes of a learner. Throughout, students used reflection strategies to assess their learning and identified areas of improvement.



Holistic Excellence- As a part of holistic excellence, students continued reading Oxford Reading Tree books in the homerooms and shared their reflections. During the life skills session, students had a recapitulation of the importance of brushing teeth and dental hygiene.

Professional Development

Oxford Reading Tree(ORT):

The Oxford Reading Tree session was conducted by **Ms. Rowena Muttoo, Associate Coordinator – Early Years**. ORT programme helps students learn and love reading. It aims to develop the student's language rather than sticking to limited vocabulary. It includes phonics sounds and letters. Students are highly motivated to develop their reading and progress to the next level of books.

Reading is a developmental process that involves constructing meaning from text, helps students to explain their feelings, thoughts, and opinions, and provides opportunities to imagine themselves in another's situation. The team also discussed the importance of maintaining the reading logs followed by sharing their reflections.

Learner Agency:

The PYP team divided themselves into smaller groups and read the importance of implementing agency. Implementing Agency sessions focused on ways to promote agency in students, the relationship between the teacher and students becomes a partnership, and students with a strong sense of self-efficacy bring a stronger sense of agency to the learning community. We shared how the students take initiative, express interest and wonder, and make choices to achieve their goals by sharing a few classroom examples.

Job-Alike Sessions:

Members of the PYP team had an opportunity to attend the PYP Hyderabad Network Job-Alike Sessions at **"The Aga Khan Academy"** and **"The Meridian International School"**. They shared their takeaways and reflections from the attended sessions.

Reading and writing: The reading and writing session was attended by **Ms. Sukanya, Grade 5 – Homeroom teacher** and **Ms. Saba Tabassum, Grade 1 – Homeroom teacher**. They shared the importance of reading and writing and word chain strategy. A word chain provides a structure which allows students to explore relationships among the words, understand how they can be used, and remember their meanings.



Professional Development

Play in Early Years: Ms. Soumya, Grade PP2 – Homeroom teacher, and Ms. Sudha, Grade Nursery – Homeroom teacher attended the session on play in Early Years. Play provides benefits for cognitive, social, emotional, and physical development for students from all socioeconomic, cultural, and linguistic backgrounds, and offers authentic opportunities for students to begin their exploration and development of the IB learner profile. Play is highly adaptive, involves choice, promotes agency, and provides rigorous opportunities to inquire into important concepts and personal interests. Teachers in the PYP early years support play by creating and maintaining engaging learning spaces, scheduling uninterrupted time for play in both indoor and outdoor spaces, monitoring and documenting students' learning and development during play, and offering appropriate scaffolded learning experiences for individual students and small groups.

Technology Integration in Education: The technology integration in education was attended by **Ms. Smita Parikh, Grade 5 – Homeroom teacher, and Ms. Jyothi Bhatt, Grade 2 – Homeroom teacher.** They shared a few technology tools like Quick Draw, Auto Draw, Blobopera, Magic Switch, Magic Studio, Magic Write, etc. with the larger team followed by a few learning engagements.

Action in PYP: The importance of action in PYP was shared by **Ms. Sri Lalitha Dasari, Grade 5 – Homeroom teacher, and Ms. Sailaxmi, Grade 2 – Homeroom teacher.** Students take action in response to their inquiries or motivation to make a positive difference and bring about positive change. As an integral part of the learning process, action can be embarked upon at any point and can take many forms, depending on individual development, learning, and experiences. They shared ways students make appropriate choices and take responsibility for personal learning and actions, working collaboratively with teachers and peers to plan, present, reflect upon, adjust, and contribute to collective action, contributing to discussions and learning experiences.



Professional Development

Programme Development Plan (PDP): The Programme development is the process a school engages in to strengthen the implementation of an IB programme or programmes(s) in their school. **Ms.Meera Chhabria, PYP Coordinator,** and **Ms. Nishita Mirpargar, Grade Level Lead (Grade 4)** attended the PDP sessions and shared a few of the chosen programme development plans of other schools followed by the reflections.

Well-being: The well-being session was attended by **Ms. Rowena Muttoo, Associate Coordinator – Early Years** and **Ms. Sweta Jangili, Grade 1 - Homeroom teacher.** Well-being aims to foster positivity in life by being aware and awake of our body mind and feelings which help us understand and accept ourselves and the world better. The well-being programme 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. They shared a few well-being techniques that can be implemented in the classrooms.

Inclusive Education: Our School counselor **Ms. Hadiya** and **Ms. Debolina, Grade 5 – Homeroom teacher** attended the session on inclusion. An inclusive approach to education designed to remove or reduce barriers so that every student can fully participate in IB programmes. Inclusive education is facilitated in a culture of collaboration, mutual respect, support, and problem-solving involving the whole school community. They shared some of the best practices and strategies for dealing the students with different abilities followed by reflections.

Inquiry in Math: Students are encouraged to actively ask questions and participate in finding answers or solutions to problems. The inquiry approach helps students to make connections between different areas of knowledge, rather than by learning things in isolation. The inquiry in Math was attended by **Ms. Nusrath Jahan Grade 4 – Homeroom teacher,** and **Ms. Shakeeba Baig Grade 3 – Homeroom teacher.** They shared that the learning should be exciting and engaging and the tasks/problems/ scenarios/provocation that spark the interest of students so that they are motivated to solve the problems by stating various examples.



Learning and Teaching – November & December Month

Unit Of Inquiry: How the world works

Central idea:

All living things go through a process of change.

Lines of inquiry:

- Ways living things change over lifetime
- Patterns of growth
- Effects of factors that influences lives.

Key concepts:

change, function, causation

Related concepts:

patterns, transformation, Environment.

Unit of Inquiry:

Students inquired into the third unit under the theme of “How the world works”. They went for a “Nature walk” where they observed a variety of things. At the end of the walk, they classified things into living and non-living things based on their observations. Students explored ‘ways living things change over time’ using various learning engagements as part of their first line of inquiry. They unpacked the meaning of change and growth by making real life connections and identified the features. Furthermore, students will explore the persona of the baby, growth stages of butterfly, chicken and plant.



Learning and Teaching – November & December Month

Transdisciplinary Language:

During our inquiry about change and growth, we connected to the letters 'Ll' for leaf or leaves, 'Gg' for grass and the digraph 'th' to things and 'ch' to change.

In addition to writing letters of the alphabet, students enjoyed learning the phonic sounds of each letter through jolly phonic rhymes and fun games.

Students practiced writing letters of the alphabet on the green boards, notebooks, sand trays and using play dough. Various learning engagements and videos supported phonic reinforcement. Students continued with their practice of blending three letter CVC words using phonic sounds.

Transdisciplinary Math:

During the nature walk, students collected different things and sorted them as living things and things. They practiced sorting using shapes, colors, letters and numbers. While observing changes in living things from one stage to another they also became aware of things of a particular persona needed for growth. Students made real life connection by observing the growth pattern for all living things. They participated in hands on engagements to enhance their learning of the concept of addition up to number 9.



Learning and Teaching – November & December Month

ART:

Students continued with their learning of the elements of art. They observed lines in different artworks and in their surroundings. They inquired about lines and their importance in the artwork. Students explored and used lines to create artwork to express their feelings. They tried to find the different lines used to show the positions of hands and legs in different actions using stick figures and used them in creating their artworks.

Music:

Students learned to sing the Solfege (Indian & Western). They learnt vocal exercises in different pitches. Introduction to Rhythm and Tempo. (Sweet beats Rhythm with Actions Songs). Learning the song Three Little Birds. Students will be learning new songs with basic hand eye coordination.

Drama :

Students watched a video and guessed the different expressions-angry, happy and sad. They made angry expressions by looking at pictures and identifying whether they were angry or not and they practiced eye movements. Students assessed by watching videos and identifying different expressions.

PE:

Students were engaged in sports day practices and run through which improved their gross motor skills. They participated in different coordination activities. They displayed their skills through circuit training and performed different physical activities for sports day. Students engaged in fun races with cone and ball to improve balance.



Learning and Teaching - November & December Month



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Learning and Teaching – Month Ahead

Unit Of Inquiry: How the world works

Central idea:

All living things go through a process of change

Lines of inquiry:

- Ways living things change over lifetime
- Patterns of growth
- Effects of factors that influences lives.

Key concepts:

change, function, causation

Related concepts:

patterns, transformation, Environment.

Unit of Inquiry:

Students will be inquiring about the patterns of growth of different personas like human beings, butterfly, hen and plants. They will make comparisons between the personas to see the differences between them.

They will observe the patterns of growth of each one and will be able to make connections to their own growth.

They will discuss the effects of the factors that influences the lives.



Learning and Teaching – Month Ahead

Transdisciplinary Language:

Students will enhance their vocabulary by identifying the beginning sounds of jolly phonic set 3 sounds. They will be introduced to the sounds along with writing exercise. Students will make three letter words with proper blending. They will practice formation of CVC words through individual letter writing using sand tracing, notebook practice and play dough.

Art :

Students will explore the elements of art by inquiring about shapes and their purpose in the artworks and daily life.

Music: Students will be learning the basic vocal fundamentals. They will practice singing, using different pitches. They will continue to work on Rhythm and Tempo (sweet beat rhythm and action songs). They will practice the Three little birds song. They will learn songs with basic hand eye coordination.

Transdisciplinary Math:

Students will continue to practice before, after numbers along with introduction of new conceptual understanding such as patterns and timeline. They will exercise big to small and small to big numbers.

Drama : Students, through videos will watch more expressions. They will discuss—when and where we see them. They will share their views about the differences with their peers. Students will be given a choice of 6-8 situations and asked to show their reaction (perform in class).

PE:

Students will be engaged in various gymnastic techniques and movements using different types of gymnastic stations and equipment. They will engage in throwing and catching skills using different objects.



Happenings Month Ahead

Events	Date
School Reopens	3 rd January 2024
Sankranti Break	13 th January 2024 – 16 th January 2024
Republic Day Holiday	26 th January 2024

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/>

