



P R I S M

Nursery
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 Academic Head's Desk

Dear Parents,
Greetings!

Bonnie Blair rightly said, "Winning doesn't always mean being the first, winning means you're doing better than you've done before". Every child is different and a winner by themselves as they are observing and learning something new every day. They should only focus on giving their best in 'everything' they do, to achieve success.

The Gaudium family witnessed the performances of all the learners of our school during the Annual Sports day 2023-24. To ensure that our budding learners feel motivated to perform in collaboration with their peers, showcasing their sportsmanship by giving their 100 percent, they were provided with continuous training during the school hours which also enhanced their confidence.



While honing their skills in co-curricular areas, learners were simultaneously focusing on academics and were busy inquiring about different lines of inquiry related to the unit.

In connection with the current unit of inquiry, our PP2 and Grade 1 students have started working on 'Design Thinking' by identifying the potential problems around them and finding solutions

Message from the Academic Head's Desk

demonstrating their imagination and creativity. Students extended their learning by carefully observing what they saw / heard on the nature walks, field trips, guest lectures and discussions.

Design Thinking process leads the learners to innovative solutions and to create a prototype to overcome the challenges identified.

The process of empathizing to understand the problem, defining the problem, ideating, creating the prototype, builds the necessary skills for students to look at a problem with a new perspective and become problem-finders and problem-solvers.

Learning is a collaborative process which requires support from peers, teachers as well as from parents. At home, you may discuss the problem your child has identified as a part of design thinking process and extend help as they research to gather information to understand the problem better.

We look forward to your continuous encouragement and contribution in your child's learning journey.

Wish you a very happy and prosperous new year 2024!

Warm regards,
Sandhya Ramesh
Academic Head



Schools Philosophy – 5 Developmental Pillars

Mindfulness & Well-Being

Students practiced finger starfish meditation, hissing breath and in mindful thinking they practiced to visualize a moment when someone was kind to them. These mindfulness exercises help the students to enhance emotional regulation, focus and calm themselves down mentally and physically.



Core value

Students discussed the meaning of "Gratitude". They discussed the ways they can practice it in their life. Students participated in making cards for thanking the people in their life. They shared their views on how they can be grateful to peers, teachers, support staff and parents.



School Philosophy- 5 Developmental Pillars

Global Leadership

Students continued to make connections with the attributes of the learner profile during learning and teaching. They thoroughly enjoyed listening to the stories and shared their reflections as well. They were engaged in inquiry and made transdisciplinary connections.



Holistic Excellence

Students were part of the sports day practice. They all were enthusiastic and energetic to practice for the sports day event. As part of life skills, they had a session on oral hygiene wherein students discussed about the importance of oral hygiene with their peers and teachers. They shared real life examples about how they maintain oral hygiene.



School Philosophy- 5 Developmental Pillars

Stakeholder Engagement

Students enthusiastically participated in the Christmas celebrations. They joyfully sang Carols along with their peers and teachers spreading the Christmas cheer. Students actively took part in the sports day event. All parents were eager to watch their tiny tots perform different sports events with great zeal.



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- Month Review

Unit of Inquiry:

Transdisciplinary Theme:

Who we are

Central Idea: People's relationships contribute to shaping their identity.

Lines of Inquiry:

- Different relationships
- Responsibilities within the relationships
- Ways relationships influence who people become

Key Concepts:

form, responsibility, connection

Unit of Inquiry

Students watched a story about grandparents and reflected on the story to inquire about the unit focusing on the contribution of relationships in shaping their identity. They were engaged in various learning engagements to understand about the different relationships in a family. Further they inquired about the people in the school. Using a mind map the students shared about the people they are connected and how they are related to them.

Students actively participated in the show and tell learning engagement and spoke about their family showing their family photograph to peers and teachers. Students discussed about the ways they need to behave when they meet a stranger.



Learning and Teaching- Month Review

Transdisciplinary Language

Students were introduced to the 3rd set of Jolly phonics. They were introduced to the letters g,f,b,z through the word grandparents, and letter 'f' through the word family, .They practiced phonic sounds with the related objects using various videos, flashcards and manipulatives.

Students started practicing the formation and tracing of these letters using various learning engagements. Students enthusiastically participated in group learning engagements such as pasting of grapes, 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.

Transdisciplinary Math :

Students were introduced to the numbers 8, 9 and 0 using various learning engagements, They practiced sequencing of numbers along with its quantification through varied resources.

Students exercised oral counting using real objects. They also enthusiastically participated in group learning engagements like quantification with blocks, riding a car on the number and formation of numbers by tracing on flour/sand tray/notebook which helped them to enhance their number sense. Students were introduced with the concept of Tally marks through hands on learning.

Learning and Teaching- Month Review

Music :

Students revisited soft and loud sounds and were introduced to emotions (sad/happy). Students practiced new rhymes 'you are my sunshine', 'the bear went over the mountain', 'found a peanut' using actions along with the teacher.

Dance:

Students explored and practiced dance movements using counts along with the music.

PE:

Students were engaged in basic gymnastics exercises and Annual sports day practice. They practiced walk-past, partner race and locomotor skills circuit, zig-zag, crawling through the hula hoop, rolling on the mat and throwing.

Art:

Students continued their inquiry into types of art by exploring the technique of tearing and pasting through different learning engagements. They have created artworks by recreating the given artwork by filling it with the technique Students explored different material that can be used in creating the artwork.

Drama:

Learners explored about role play. They were engaged in exercising different roles independently and as a group.



Learning & Teaching – Month Review



Circle time & Students practicing mindfulness exercises

Learning & Teaching – Month Review



Sports day practice & Christmas celebrations

Learning & Teaching – Month Review



Reading & Group awareness session

Learning & Teaching – Month Review



Students were engaged in various learning engagements related to family.

Learning & Teaching-Month Review



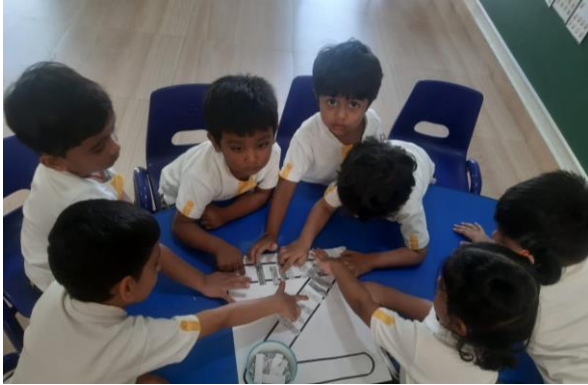
Students discussing about the relationships in family using concentric circles and were introduced to the term 'stranger'.

Learning & Teaching – Month Review



TD Math - Introduction of number 9 and Tally marks using different learning engagements and resources.

Learning & Teaching – Month Review



TD Language - Introduction of letters g,f,b,z with different learning engagements and resources

Learning & Teaching – Month Review



Drama – Role play.

Dance – Students practicing to dance using counts & music.

Music – Students revisited soft and loud sounds.

Learning & Teaching – Month Review



Visual Arts – Students continued their inquiry into types of art by exploring the technique of tearing and pasting through different learning engagements.

PE: Students practicing exercises during PE class.



Learning and Teaching- Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

Who we are

Central Idea: People's relationships contribute to shaping their identity.

Lines of Inquiry:

- Different relationships
- Responsibilities within the relationships
- Ways relationships influence who people become

Key Concepts:

form, responsibility, connection

Unit of Inquiry

Students will further explore about the different relationships including families, friends, communities, and cultures. They will also inquire about the ways relationships influence who people become.

Transdisciplinary Language

Students will explore and learn letters with their phonic sounds and related objects. They will practice tracing and formation of letters. Students will build their vocabulary through various learning engagements .

Transdisciplinary Math

Students will be learning further numbers along with quantification, number identification and formation.

Learning and Teaching- Month Ahead

Music :

Students will revisit soft and loud sounds and will be introduced to emotions(sad/happy), Students will practice Jingle bells, new rhymes sunshine, found a peanut using actions along with the teacher.

Drama :

Learners will explore role play through story telling and navigate the course of the story.

Dance :

Students will explore about the different elements of dance like group dancing , co-ordination, different patterns of hand and leg movements, usage of props and expression through dance.

Art :

Students will further extend their learning by exploring the lines and shapes.

PE :

Students will be engaged in hopping movements.

Basic Hopping movements:-

- On the spot hopping
- Single leg hopping
- Double leg hopping.
- Hopping from one place to another place



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/>

