



P R I S M

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.



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“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 actively participated in different mindfulness exercises like Square breathing, tree pose, bunny breathing, back-to-back breathing, Flower pose, Mandala Art and gratitude jar. These mindfulness exercises help the students to enhance emotional regulation, focus and calm themselves down mentally and physically.



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. Students also shared real life examples about how they maintain oral hygiene.



Schools Philosophy – 5 Developmental Pillars

Core Values

The core value of the month was "GRATITUDE". Students watched different videos about being thankful. They shared why they are thankful for the people and things they have in life. Students discussed the meaning of "Gratitude". They shared their views on how they can be grateful to peers, teachers, support staff and parents.



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 sport events with great zeal.



Schools Philosophy – 5 Developmental Pillars

Global Leadership

Students attended a session on global awareness conducted by school counsellor. They spoke about being aware of their feelings and emotions. They also reflected on how they can be mindful and respectful of people around them.



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:

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 growth

Key Concepts:

change, function causation

Related Concepts:

patterns, transformation, environment

Unit of Inquiry:

Students explored the new unit through a nature walk where they observed the things they saw and reflected on it.

They grouped the things they saw and sorted them into living and non-living things.

Students compared the similarities and differences between non-living things and living things. They were curious to know how they change through their lifetime.

Students explored about the stages of growth of a butterfly.

During the 'show and tell' learning engagement they researched about their favourite living thing and shared about its pattern of growth with their peers.



IB CONTINUUM
CONCOURS DE L'IB
CO-OPÉRATION



Learning and Teaching – Month Review

TD Language:

Students were introduced to the phonic sounds of letter Ll (living) and Uu (umbrella). They practiced tracing and writing these letters. They were also introduced to digraphs th (things) and ch (change).

Students explored these digraph sounds in the beginning, middle and end of different words. They also learned blending of 'a' CVC words.

TD Math:

Students reinforced number sequencing from 1 to 50 using place value. They were introduced to the concept of big to small and small to big numbers through different learning engagements.

Art:

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

Dance:

Students learned and practiced learnt steps one by one and performed on the given music.



Learning and Teaching – Month Review

Music:

Students revisited the elements of the music (tempo and dynamics). They revisited low and high sounds with the help of electronic Keyboard and practiced rhymes 'my pigeon house' and 'ants go marching' along with the teacher.

Drama:

Students explored role play. They assumed themselves in different roles and behaved accordingly.

PE:

Students were engaged in Annual sports day practice. They practiced walk- past, pick-and-run races, and locomotor skill circuits- zig-zag running, jumping, crawling under the tunnel and through the hula hoop, balancing on the beam, and kicking the football.

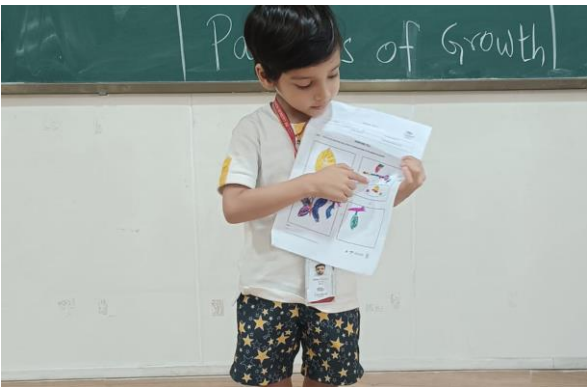


Learning and Teaching – Month Review



Students used the phonic sounds of letters to blend and for CVC words.

Learning and Teaching – Month Review



Students explored the concept of change. They enjoyed different learning engagements to understand the patterns of growth of living things.

Learning and Teaching – Month Review



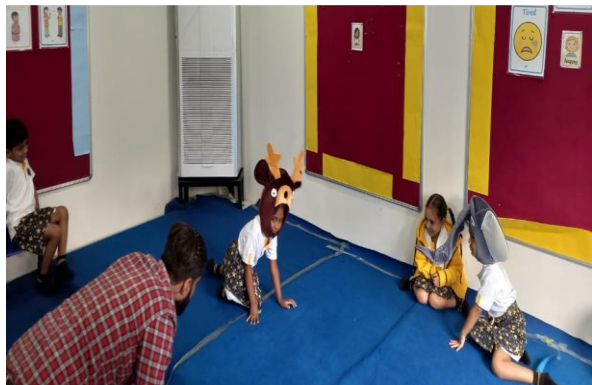
Students explored different concepts in math like tally marks, place value and big to small, small to big numbers using real life objects.

Learning and Teaching – Month Review



Students practicing dance movements.
Students were engaged in practicing songs, creating an artwork, picture reading sessions.

Learning and Teaching – Month Review



Students practicing role play during the drama class.
Students engaged during library and group awareness sessions.

Learning and Teaching – Month Ahead

Unit Of Inquiry:

Transdisciplinary Theme:

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 growth

Key Concepts:

change, function causation

Related Concepts:

patterns, transformation, environment

Unit of Inquiry:

Going further students will inquire into the pattern of growth of different living things. They will understand how social, physical and emotional aspects of life affect our lives.

TD Language:

Students will further explore digraphs and will be engaged in blending 3 letter cvc and 4 letter cvcc sounds to form words, they will be introduced to set 3 jolly phonics.

TD Math:

Students will revisit the concept of big to small and small to big. They will be engaged in practicing number sequence till 70.



Learning and Teaching – Month Ahead

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.

Music:

Students will revisit the elements of music (tempo and dynamics). They will revisit low and high sounds with the help of electronic keyboard and practice rhymes along with the teacher.

Drama:

Students will learn to imagine themselves as a part of a story and navigate the course of the story along with it.

Art:

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

PE:

Students will be engaged in hopping and jumping learning engagements.

Hopping

- Single leg hopping
- Double leg hopping
- Hopping in zigzag and straight
- Hopping with objects

Jumping

- Jump on the spot
- Jump on a different shape
- Split jump
- Jumping over the 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/>

