



P R I S M

PP2
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



School Philosophy- 5 Developmental Pillars

Mindfulness & Well-Being

Mindfulness is the art of being present in the moment, fully engaged with our thoughts, feelings, and surroundings. Learners have been practicing mindfulness every day. The various mindfulness exercises they engaged in were-Five-Finger Starfish Meditation, Hissing breathing, balancing self, bunny breath, heartbeat exercise.



Core value

Students developed their understanding of the core value 'Gratitude'. They shared the ways they can show gratitude towards the people around them using a gratitude jar. Students sang various songs, watched videos, stories related to the core value Gratitude and shared the real-life experience with the peers.

School Philosophy- 5 Developmental Pillars

Holistic Excellence

Students are gradually understanding the meaning of attributes of learner profile through various learning engagements. Students enjoyed listening to the stories. They were also engaged in reading with choice of books to enhance their communication skills.



Global Leadership

Students demonstrated ownership of their learning. They presented themselves during the assembly and shared their learning from the class with peers and teachers. Students developed and demonstrated ATL and attributes of learner profile by actively participating in various learning engagements.

School Philosophy- 5 Developmental Pillars

Stakeholder Engagement

Various events were organised to promote stake holder engagement such as Christmas celebration and Annual sports day. Students enjoyed celebrating Christmas day . They practiced for the Annual Sports day 2023 at the Kollur campus and performed on the Sports day 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:

How the world works

Central Idea: People apply 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 Concept:

form, function, Causation

IB Learner Profile:

Risk-takers

Inquirers, thinkers

Unit of Inquiry:

Students started their new unit under the theme 'How the world works'. They unpacked the words 'force' and 'energy' through tug of war game. Students compared and understood the difference between force and energy through different learning engagements. For a deeper understanding they connected to real life situations and shared the examples of application of force and energy in their daily life. Further, they inquired about the different types of forces and energy. They discussed about gravitational force, frictional force, magnetic force and electrostatic force. They explored about the different energies such as Solar energy, hydro energy, wind energy and heat energy.



Learning and Teaching- Month Review

TD Language:

In connection with the UOI, the students connected to the action words (Verbs) and described the verbs using adverbs. They framed sentences using action words.

TD Math:

In connection with the UOI, the students connected to the numbers using the concept of place value. They further explored different lines on the walls in 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

The students observed the pictures related to Christmas using the 3D shapes, identified and related them with the objects around them. They have used the shapes to create the artworks related to Christmas. The students co-constructed the assessment task and criteria to show their understanding of the elements of art.



Learning and Teaching- Month Review

Drama

Learners learnt that one character can play multiple roles. Learners were engaged in practicing role play.

Music

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

Dance

Students have learned and practiced all previous steps one by one and performed individually and in group on full song.

PE

Learners were engaged through the following: -

Variation of running

-Learners explored gymnastic balancing exercise.

-Learners explored and practiced jumping using both legs.



Learning and Teaching- Month Review



Unit of inquiry - Students enjoyed participating in a series of physical activities (throw the ball/kick the ball).

Learning and Teaching- Month Review



Students enjoyed participating in a series of physical activities (throw the ball/kick the ball/move the table/move the chair).

Learning and Teaching- Month Review



Students enjoyed participating in a series of physical activities (moving the trolley, roundabout and car, stretching the rope).

Learning and Teaching- Month Review



Students participated in various learning engagements such as picture talk, sequencing the stories and identifying the elements of stories.

Learning and Teaching –Month Review



Students enjoyed sharing their birthdays in the concept of month of a year using cupcakes.

Learning and Teaching –Month Review



Students practiced skip counting using ice cream cones and comparison of numbers (greater than, less than and equal to) Students explored lines, shapes and patterns.

Learning and Teaching- Month Review



Drama – Learners discussing and practicing role play.

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.
Students participated in class assemblies.

Learning and Teaching- Month Review



Library – Students participated in read-aloud session.
ORT – As part of the Oxford Reading Tree Programme, students enjoyed reading books enhancing their reading skills.

Learning and Teaching – Month Review



Music -Students practiced vocal exercises with warmups in different scale/pitch and in different tempo/speed.

PE - Students were engaged in jumping skills and gymnastic balancing style.

Annual Sports day practice



Students practiced for annual sports day.

Annual Sports day practice



Students practiced for annual sports day .

Life skills Sessions



Life skills - Students engaged in life skill session -understanding the importance of oral hygiene.

Group awareness – Students discussing about how they conduct themselves when in a group.

Learning and Teaching – Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

How the world works

Central Idea: People apply 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 Concept:

form,
function,
Causation

IB Learner Profile:

Risk-takers

Inquirers, thinkers

Unit of Inquiry:

Students will further describe different types of forces and energy through various learning engagements. Types of forces like gravitational force, frictional force, magnetic force and electrostatic force. They will further inquire 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 discuss the cause-and-effect concept. Students will be introduced to adverbs through various learning engagements.



Learning and Teaching- Month Ahead

Transdisciplinary Math:

Students will further connect to the directions and problem-solving techniques (addition and subtraction).

Art

The students will be further exploring the types of art using the paper, like tear and paste, printing, paper folding to demonstrate their imagination.

Drama

Learners will learn to play the role and navigate the story using their imagination.

Music

Students will practice vocal exercises with warm ups in different scale/pitch and in different tempo/speed. Students will be introduced to emotions, and new songs .

Dance

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

PE

Learners will be engaged through the following: -

- Learners will explore baby roll and they will practice the same.
- Learners will explore jump and half turn.
- Learners will explore cobra pose, down ward dog pose.
- Learners will explore and practice basic movements of catching.



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/>

