



P R I S M

Grade 2
January

Message from The Head Of School- IB PYP

Dear Parents,

Greetings!

In the realm of education, fostering a sense of self-efficacy in students is essential for their academic, social, and emotional development. Self-efficacy, a concept introduced by psychologist Albert Bandura, refers to an individual's belief in their ability to succeed in specific situations or accomplish particular tasks. When students possess a strong sense of self-efficacy, they are more likely to set goals, persevere through challenges, and ultimately achieve success. Let's look at some strategies and practices for educators and parents, to cultivate self-efficacy in students.

Set realistic and achievable targets.....Encourage students to set goals that align with their abilities and interests. Breaking larger tasks into smaller, more manageable steps allows them to experience success, reinforcing their belief in their capabilities. Celebrate small victories to boost confidence and motivation. **Constructive feedback....** is crucial in developing self-efficacy. Specificity in terms of effort, progress, and strategies used rather than focusing on outcomes is important. Students need to understand that improvement is a continuous process, and their efforts contribute to success. **A growth mindset.....** Encourage students to view challenges as opportunities to learn rather than obstacles.



Emphasizing the importance of effort in the learning process helps build resilience and perseverance.

A growth mindset..... Encourage students to view challenges as opportunities to learn rather than obstacles. Emphasizing the importance of effort in the learning process helps build resilience and perseverance. A supportive environment.....ensures that students feel safe to take risks and make mistakes. They have a support system and they are more likely to tackle challenges without fear of judgment. This contributes to a strong foundation for developing self-efficacy.

Message from the Principal's Desk

Regular self-reflection is a necessity. **Resilience and Perseverance.....**Sharing personal stories of overcoming obstacles and highlighting the importance of learning from failures is important for our students. This modelling can inspire students to adopt a similar approach when faced with difficulties. **Agency.....**Provide opportunities for students to make choices and have some control over their learning experiences. Allowing them to make decisions fosters a sense of autonomy, which contributes to a greater belief in their ability to influence their own success.

Cultivating self-efficacy in students and children is a collaborative effort between educators, and parents. We can empower our students to develop a strong belief in their abilities, setting them on a path toward success, resilience, and lifelong learning. As we invest in building self-efficacy, we contribute not only to the academic growth of students but also to the development of confident, capable, and empowered citizens of tomorrow.

Anjalika Sharma

IBPYP Head of School



Message from the Academic Head's Desk

'Time is on a drive', and we have eventually reached the third term of the academic year. Over the past few months our learners were engaged in experiencing and learning about different life skills, mindfulness exercises, gathering and sharing information about the world around them through guest lectures, nature walks, field trips, observations, and research work. They have slowly moved out of their shell and developed different attributes of the profile and skills which equips them to be better communicators and creative thinkers.

Our youngest learners of 'Nursery' were inquiring about themselves and the people around them who contribute in shaping their identity. They enthusiastically participated in the inquiry process under the theme 'Who we are' and reflected on their learning through various learning engagements.



Learners of PP1 were inquiring into the process of change that all living things go through. They observed the pattern of growth in the life cycle of different living things through various experiments and stories and reflected on their responsibilities towards them. They also identified the different factors that affect growth and influence the lives of living things.

Our PP2 learners were busy exploring the real-life examples and application of different forces and energy while the students of grade 1 and 2 started



Message from the Academic Head's Desk

started inquiring about adaptation and habitats respectively under the theme 'Sharing the planet'. Throughout the unit, students discussed, shared and learnt about problem solving by identifying problems and finding possible solutions. This was a great opportunity for them to put their idea into practice.

Though all the grades and students were involved in their experiential learning journey, our focus was on the application of their knowledge with meaningful connection in the real-world scenario. Please share with us through our child's mentors if your child is applying their learning in their daily life. The action/ application may be short-term, or it could be ongoing. Action may not always be visible to others—it may be a small individual act or a collective one.

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

Warm regards,

Sandhya Ramesh

Academic Head



School Philosophy- 5 Developmental Pillars

Mindfulness & Well-Being

Learners and teachers have been practicing mindfulness everyday. These exercises provide excellent opportunities for the learners to learn more about themselves, reflect on their realizations and share the same with their peers. This helped learners enhance their critical thinking and communication skills.



The various mindfulness exercises they engaged in were Vision board, Mandala Art , Flower Pose, Square Breathing, Balanced walking. Learners shared their views on acting mindfully and reflected on how their actions or words may impact others. It helped them to increase their ability to stay engaged, stay on track academically and improve their wellbeing.

School Philosophy- 5 Developmental Pillars

Core values

As part of core values, teachers and learners have been discussing and practicing “Perseverance”. It was inculcated through various ways. Learners discussed the meaning of, ‘Perseverance’. They connected to stories and shared real- life examples of where they have displayed Perseverance. Learners also shared about the core value, ‘Perseverance’, during school assemblies.



Stakeholder engagement

Learners of PP2 and 2 organized a special assembly on Makar Sankranti and Republic day. They performed magnificently, sang songs, shared the importance of Sankranti celebrations and Republic day with everyone.



School Philosophy- 5 Developmental Pillars

Holistic Excellence

Learners made connections with attributes of learner profile during inquiry. They were also engaged in reading their choice of books, and also as a part of the ORT (Oxford Reading Tree) program they read books based on their reading level and continued practicing jolly phonics. Learners reflected on their strengths and weaknesses discussing ways to improve upon them



Learners had a guest talk to deepen their understanding about the reasons for celebrations and features of traditions and celebrations.

As a part of life skills, learners were engaged in non-fire cooking session-sprouts salad and gardening.



School Philosophy- 5 Developmental Pillars

Global Leadership:

As part of the global leadership, learners continued to develop and demonstrate ATL and attributes of learner profile by participating actively in various learning engagements.

They participated in organizing and presenting the weekly assemblies.



Learners continued to take ownership of their learning by setting their learning goals, sharing their reflections, identifying areas of strength, improvement and discussing the further steps. Learners were involved in making choices, reviewing essential agreements, and co-constructing assessment task and criteria.

Professional Development

Professional Development Session 1 - 'The Learner' (IB Publication):

The learner profile—The IB mission statement in action'. All teachers read the IB publication to understand that the aim of all IB programmes is for students to develop and demonstrate international mindedness. The session was conducted by Ms. Meera Chhabria PYP Coordinator and Ms. Vijayan Amara PYP Associate Coordinator. It is a multifaceted concept that captures a way of thinking, being and acting. The attributes of the learner profile represent a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional and social growth. We discussed how the students demonstrate and reinforce the attributes of the learner profile in their daily life by sharing examples that include as a part of the school curriculum, through interactions in a variety of learning spaces, through school events, and at home and in the wider community. We shared how all the members of the learning community play an important role in valuing, appreciating, and demonstrating celebrating the learner profile in action.

Professional Development Session 2 - 'The Learning Community' (IB Publication):

Collaboration—The team read the IB publication. The session was led by Ms. Ameer Unnissa our PYP Associate Coordinator, Ms. Praveena Grade 3 level lead, Ms. Nishita Mirpagar Grade 4 level lead and Ms. Nour Nazar Grade 1 level lead. Collaboration demonstrates a commitment to the common goal of supporting and reflecting on a transdisciplinary learning experience and improving student outcomes.

Collaboration between grade year-level and subject-specialist teachers come in different forms, and include co-constructed, supported and stand-alone learning experiences.

Collaboration demonstrates a commitment to the common goal of supporting and reflecting on a transdisciplinary learning experience and improving student outcomes.



Professional Development

Through sustained collaboration, members of the learning community develop:

- openness towards other perspectives
- engagement with ideas different to one's own
- respect for the contribution of other subjects to the inquiry

Providing a meaningful PYP transdisciplinary learning experience requires collaboration before, during and after an inquiry from all members of the school community to:

- establish a clear purpose
- identify shared values and understandings around the benefits of collaboration
- consider how to organize planning meetings

Professional Development Session 3 on UN Sustainable Development Goals (SDGs)

The teachers were divided into groups to read, connect and share their understanding of the **UN Sustainable Development Goals**.

The session was conducted by Ms. Vijayan Amara PYP Associate Coordinator, Ms. Sandhya Ramesh Center Head, Ms. Ameer Unnissa PYP Associate Coordinator and Ms. Rashi Grade 5 level leader. The teachers aligned the goals with the units of inquiry given in the published programme of Inquiry and suggested engagements to be done in the home room to further deepen the understanding of the goals.

IB In school workshop- Local and Global Inquirers

45 teachers attended the IB In school workshop- Local and Global Inquirers (Category 2). The teachers unpacked international mindedness, inquiry as a pedagogy, transdisciplinary connections, agentic learners, and language learning landscape. The sessions were conducted by IB workshop leaders- Ms. Annabel and Ms. Smita.



Learning and Teaching- Month Review

Unit of Inquiry:

Transdisciplinary Theme:

Sharing the planet

Central idea:

Interacting with natural habitats humans make choices that have an impact on other living things.

Lines of inquiry

- Natural habitat and its inhabitants
- Ways living things respond to changing environmental conditions
- Human impact on natural habitat

Key concepts:

causation, change, responsibility

Related concepts:

diversity, Interdependence, behavioral adaptations

IB Learner profile

Caring, Thinkers, Balanced, Reflective

Unit of Inquiry:

Under the Transdisciplinary Theme "Sharing the planet" learners connected with the word "Habitats" as a part of their provocation. They explored the meaning of the words "Habitat" and "Habitants". Learners sorted types of habitats as terrestrial and aquatic. They understood the differences between natural and man-made habitats , living and non-living things. They chose the habitats they wanted to inquire about and researched about the plants and animals inhabiting those places, their food habits and means of adaptation.

Learning and Teaching- Month Review

Transdisciplinary Math:

Learners made transdisciplinary connections with collective nouns during their discussion on distribution of animals in different habitats. They made connections with gender nouns. Learners also connected with paragraph writing while representing their research work about different habitats.

Transdisciplinary Language:

Learners made transdisciplinary connections with "temperature" when they researched about the impact of environmental changes on habitats. They connected to division, symmetry and patterns while inquiring through the unit.

Art

Learners were introduced to the artwork from the ancient times, cave art, to understand the changes in art over time. Learners were shown pictures of local and global cave art. They observed and shared the features and elements of the cave art. They created an artwork using the elements of cave art. Learners inquired into art across cultures, places, and times by exploring Warli art and Madhubani art. They were shown Warli art and Madhubani art to observe and identify their features.



Learning and Teaching- Month Review

Hindi

Learners were introduced to the matra ओ,औ,अं,अः and also learned how to write the words- it's formation and framing sentences by using the matras. They practiced words of all matras. They wrote (लिंग) gender and the meaning of the words.

Spanish

Learners were introduced to pronouns, verbs, nationalities, and number names 45- 50.

Drama

Learners learnt to identify the sequence in a text. They learnt about 5W and 1H to make their text interesting.

Dance

Learners explored free style dance, coordination, different patterns of hand and leg movements, uses of prop and formation.

Telugu

Learners were engaged in practicing ya, to ra vathulu through flash cards, show and tell activity and poem recitation. Learners wrote simple sentences and explored compound words.

French

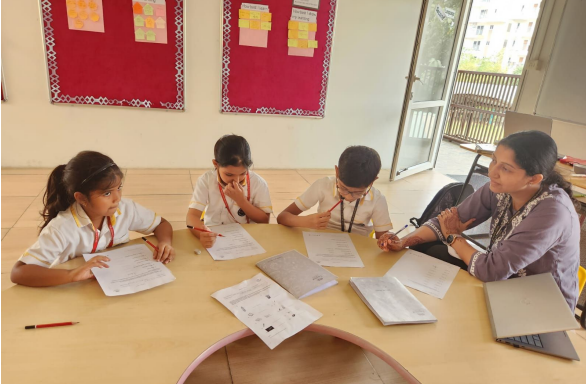
Learners explored adjectives in French. They understood the usage of adjectives in French.

PE

In this month learners engaged through the following: -

- a discussion on basketball.
- explored and practiced basic ball feeling exercise in basketball.
- explored and practiced dribbling skills in basketball.

Learning and Teaching- Month Review



Hindi- Introduction to the matra ओ,औ,अं,अः
Spanish- Learners were introduced to pronouns.
Telugu- Engaged in forming simple sentences.
French- Learners were exploring about adjectives.

Learning and Teaching- Month Review



UOI- Learners had a guest talk by our parents and they were engaged in show and tell.

TD Math- Learners were engaged in finding the lines of symmetry for the given shapes.

Learning and Teaching- Month Review



PE- Learners explored and practiced chest pass in basketball.

Music- Learners learned new songs Top of the world and Happy wanderers

Dance- Learners learned free style dance, coordination, different patterns of hand and leg movements, uses of prop and formation.

Learning and Teaching- Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

Sharing the planet

Central idea:

Interacting with natural habitats humans make choices that have an impact on other living things.

Lines of inquiry

- Natural habitat and its inhabitants
- Ways living things respond to changing environmental conditions
- Human impact on natural habitat

Key concepts:

causation, change, responsibility

Related concepts:

diversity, Interdependence, behavioral adaptations

IB Learner profile

Caring, Thinkers, Balanced, Reflective

Unit of Inquiry:

Under the Transdisciplinary Theme “Sharing the planet” learners will continue to inquire about the human impact on natural habitats. They will also discuss the problems on the chosen habitat caused by humans and deepen their understanding by performing a design thinking to find a sustainable solution for the problem they have encountered.

Transdisciplinary Math:

Learners will continue practicing divisions, patterns and symmetry. They will also revisit the other number operations, and word problems.

Transdisciplinary Language:

Learners will continue learning about paragraph writing. They will also revisit the concepts of informal letter writing, descriptive writing, nouns, adjectives, verbs, and adverbs.



Learning and Teaching- Month Ahead

Dance

Learners will be explore different elements like speed, energy, body movements through the expression of fear.

Drama

Learners will look into the importance of stage presence and performance area.

Art

Learners will be further inquiring into the symbols used in India. They will be exploring the principles of art, balance and symmetry in art.

Music

Learners will revisit songs (Una paloma, Wonderful World, Hello Bonjour), Beats (2 beat – 4 beat) and practice vocal exercises(arpeggios) in different pitch and rhythm. Learners will be introduced to folk songs, patriotic songs and different language songs.

PE

Learners will be engaged through the following: -

- explore and practice chest pass in basketball
- bounce pass in basketball
- overhead pass in basketball

Spanish

Learners will be introduced to adjectives, gender, number and alphabet vocabulary.

French

Learners will explore professions in French.

Hindi

Learners will be engaged in reinforcement of all matras.They will also learn new words and sentence formation using matra and gender. They will participate in poetry recitation and opposites.

Telugu

Learners will be taught synonyms and singular plural, SriKrishna and ma bujji poems. They will have revision of 1-15 numbers and show and tell activity. Learners will be engaged in framing simple sentences using two three letter words.



Happenings Month Ahead

<u>Event</u>	<u>Date</u>
World Read Aloud Day	7th February 2024
Class Photograph	8th February 2024
International Mother Language Day	21st February 2021

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/>

