



P R I S M

GRADE 4
January 2024

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.



Message from the Head of School – IB PYP

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. **Self-Reflection**....on achievements and setbacks. We need to help students identify their strengths and areas for improvement. Encourage the development of self-awareness, as understanding oneself is crucial for building self-efficacy. 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

IB PYP Head of School



Message from the PYP Coordinator's Desk

Dear Parents,

Greetings from the Gaudium!

The Significance of collaboration in schools and nurturing it at home

The International Baccalaureate (IB) emphasizes that education is a collective endeavour with benefits extending to the entire community. Referred to as the learning community, it includes students, families, school staff, and all adults in a student's life. In the current interconnected and complex world, where artificial intelligence is pervasive, nurturing collaborative skills in students becomes imperative.

Collaboration is identified by the IB as a crucial skill for students to become future ready. In the era of digital dominance, fostering collaboration is seen to equip young learners with social and cognitive skills essential beyond academic achievements. Collaborative tasks help students become open-minded, enhance listening skills, prepare for global collaboration, encourage leadership, and refine.

Open-mindedness: Collaborative tasks provide opportunities for students to diverse ideas and perspectives, fostering open-mindedness

Listening skills: Collaboration enhances listening skills as students actively engage with their peers, building upon each other's ideas



Global Collaborators: Students are prepared for global collaboration by working with individuals from different cultural backgrounds.

Leadership Development: Collaboration encourages leadership in students as they take up different roles within a team, learning to lead and contribute effectively.

Social skills and Positive Relationships: Collaboration refines social skills and helps students develop positive relationships by equipping them with conflict resolution and effective communication.



Message from the PYP Coordinator's Desk

Teacher- Student collaboration plays a pivotal in the transformative learning journey. It empowers students to become agentic learners, fostering a sense of ownership and trust within the learning community.

School Parent Collaboration: School-parent partnerships enrich the learning community, providing a foundation for supporting student learning and growth.

Ways to nurture collaboration at home:

Model collaboration: Demonstrate collaborative attributes as parents, recognizing that children learn by example.

Quality Time: Spend quality time engaging in activities such as playing board games, going on family walks, or vacations.

Decision Making: Involve children in family decision-making processes, whether planning menus or purchasing a home décor.

Problem Solving: Encourage children to share thoughts on potential solutions to challenges, fostering collaborative problem- solving.

Conclusion: Nurturing collaboration in education, both within schools and at home, is vital for preparing students with the skills they need in an interconnected and dynamic world. The collaborative efforts of teachers, students, and parents contribute to a holistic and enriching learning experience.

Source: https://resources.ibo.org/pyp/works/pyp_11162-51464?root=1.6.2.8.5.3

Thank you for reading!

Warm Regards,

Meera Chhabria

Primary Years Programme Coordinator



School Philosophy – 5 Developmental Pillars

Mindfulness and wellbeing

Students enjoyed participating in different mindfulness exercises. They practiced mindfulness activities such as In-breathing and Out-breathing, square breathing, flower pose, and balanced walking. As part of self-awareness, the students had a discussion on their strengths and challenges. They created heart maps to share things that make them happy and shared their aspirations. This helped them generate feelings of positivity and set goals.



Students were introduced to mandala art which helped them to relax and improve their concentration, self-esteem and focus.

Students were engaged in mindful thinking where they shared and discussed where they displayed acts of kindness and how they had helped others.



School Philosophy – 5 Developmental Pillars

Core Value

Students enthusiastically embraced the value of “Perseverance”. They discussed the meaning of perseverance with their peers and teachers. They discussed and shared the meaning of important terms “Patience ” and “endurance” “in relation to perseverance.

Students engaged in different activities to understand the importance of perseverance in life. They read stories and shared real life examples. Students exhibited their understanding of perseverance in the assembly.



Stakeholders engagement

Students of grade 5 organised a lively Sankranti special assembly that brought a sense of cultural fervour to our school. They spearheaded the celebration with traditional acts, showcasing their talent and excitement while creating a joyous atmosphere that highlighted the essence of Sankranti. Students were dressed in vivid ethnic attire. It has an extended impact on the school community by encouraging a greater awareness and aspect for the cultural diversity that enhances our learning environment. The celebration served as a reminder that our school is a rich tapestry of customs and festivals in addition to a place of study.



School Philosophy – 5 Developmental Pillars

Holistic excellence

As a part of holistic excellence, students continued reading novels in the homerooms and shared their reflections. They had a life skills session with the Taekwondo teachers to learn self-defence techniques.

They later reflected how they can use these strategies in real life. Students made papdi chaat with their peers in school. It developed a practical skill and provided students a platform to explore their curiosity as well as demonstrate collaboration and creativity.



Global leadership

As a part of the global leadership, Students co-constructed the essential agreements for the classroom and group discussions.

Students continued to take ownership of their learning by setting their learning goals, sharing their reflections, identifying areas of strength and improvement, and discussing further steps. They continued to develop and demonstrate ATL and learner profile attributes during assemblies, and by engaging in different learning experiences.



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.

Through sustained collaboration, members of the learning community develop:

- openness towards other perspectives



Professional Development

- 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- This Month

Unit of Inquiry:

Transdisciplinary Theme:

How we express ourselves

Central Idea:

People's behaviour and choice of outward appearance projects aspects of their culture, values and tradition.

Lines of Inquiry:

- Appearance and behaviour influence perception of others.
- The influence of cultural and social norms on ways to present oneself.
- Fashion as a form of expression.

Key Concepts:

Perspective, Change, Function

IB Learner Profile Attributes:

Communicators, Reflective,
Open-minded

Unit of Inquiry

Students inquired into the impact of appearance and behaviour on perceptions, exploring the influence of cultural and social norms on self-presentation. They understood how societal expectations shape individual expressions and examined fashion as a powerful form of personal expression, recognizing its role in conveying identity and cultural values. Additionally, students gained insights into intricate connections between appearance, behaviour, culture, and self-expression in diverse contexts. They further explored trends, fashion and style recognizing their influence on individuals, with both positive and negative impacts on societal perspectives and personal choices.



Learning and Teaching- This Month

Unit of Inquiry:

Transdisciplinary Theme:

How we organize ourselves

Central Idea:

Economic activities rely on a system of production, exchange and consumption of goods and services.

Lines of Inquiry:

- The role of supply and demand.
- The distribution of goods and services
- Rights and responsibilities as consumers

Key Concepts:

Function, Connection, Responsibility

IB Learner Profile Attributes:

Thinkers, communicators, knowledgeable

Unit of Inquiry:

As part of the provocation, students of grade 4 were shown a few pictures which were related to market places. They came up with words like market, cost price, selling price, trade, money, economy. In connection to the same, they went on a field trip to the Value Mart to understand the relationship between different market places. There students interviewed the store manager who explained to them trade, the role of supply and demand and how distribution of goods and services takes place.

Learning and Teaching – This Month

Transdisciplinary Language

In language students made connections to character traits followed by character sketch. They explored various adjectives, learning their types for vivid descriptions. Additionally, they delved into the elements of descriptive writing. The learning extended to biography and autobiography elements, where students applied character analysis skills to craft personal narratives, creating both autobiographies and biographies .

In a broader perspective, students incorporated watching Ted talks into their exploration, understanding real-life experiences in the context of fashion. They reflected on these talks, realizing that fashion is not only a way of styling and presenting oneself but also how you live your life. This practical application not only reinforced language understanding but also fostered introspection and a deeper connection with their learnings.

Transdisciplinary Math

In the context of the unit, students explored vital mathematical concepts such as face value, place value, rounding off, types of numbers, divisibility rules, Roman numerals, and factors.

Students gather information and conducted surveys related to fashion and how it is used as an expression. This data was further interpreted using various graphs.



Learning and Teaching – This Month

French

Students learned prepositions of places and started to express time in French using the basic vocabulary.

Hindi

Students continued their exploration of recognizing the significance of plays (Nataks) in conveying qualities and values. They enhanced this understanding by reading plays and sharing their perspectives with the class, engaging in discussions about the depicted historical period and people's lives. Additionally, students explored communication modes of that era through lessons in letter writing and essay writing. To further solidify their grasp over informal communication, they will analyze an informal letter, identifying its key features.

Telugu

Students studied 'Natika' writing, its elements and characteristics. A study on 'Essay Writing' was also done. Students gained knowledge about essay features and writing style. Through these, students learned the meanings, antonyms and synonyms.

Spanish

Students learned to express time in Spanish using additional vocabulary. They learned to describe the people and learnt birthday song.



Learning and Teaching – This Month

Dance

Students stepped into body isolation through body warm-up, body stretching, and basic movements of dance which helps to perform a high range of movement (locomotor- and non-locomotor).

Music

Students engaged in learning the fundamentals of the staff notation system and time signature. In the first phase, they learned the staff, Treble clef, and Bass clef. Moving forward, students explored note values, encompassing Whole notes, Half notes, Quarter notes, and Quavers. They learned to read and sing a song through the staff notation system. Building on this theoretical foundation, students learned the song "Never Giving Up."

Art

Students explored Cubism with the observation of Artist's work- Pablo Picasso and Georges Braque. They discussed the style, subject and timeline. They created artwork with the experience of real-life situations and choice of medium. They explored different shapes and forms to create the artwork with Cubist style. Students compared Cubism and Expressionism, and discussed the similarities and differences between both styles, They created an artwork with the observation of their surroundings with anyone style- Cubism/ Expressionism, and discussed the reasons for creating an artwork with their peers.



Learning and Teaching – This Month

Drama

Students are working together and rehearsing their play. They are enthusiastic about their role in the group and are proactively engaging themselves in their responsibilities. Students are also gradually organising their scripts, maintaining their theatre journal and thinking and arranging about other materials concerned with the play.

Physical Education

Students implemented strategies while playing a football match.

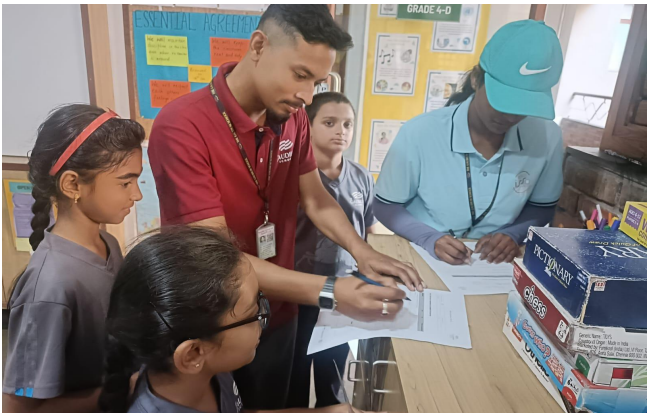
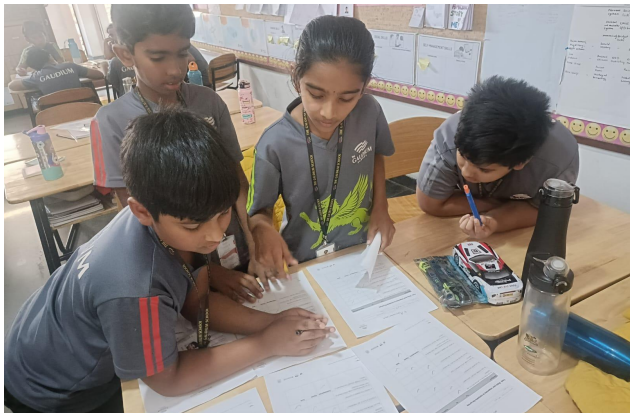
Students practiced the zig- zag and straight dribbling. They reflected on their learning in football by completing the self assessment using continuum tool.



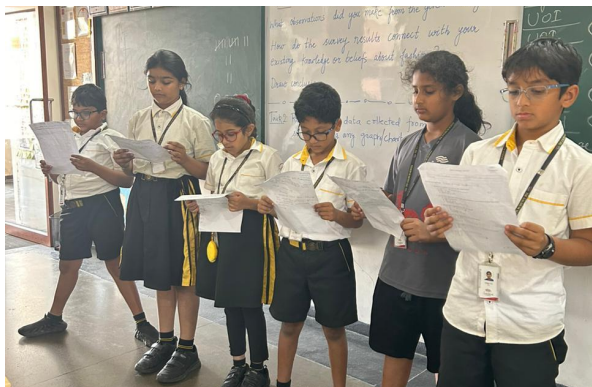
Learning and Teaching - This Month



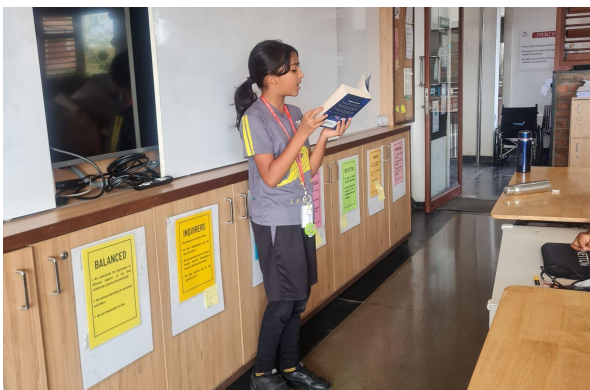
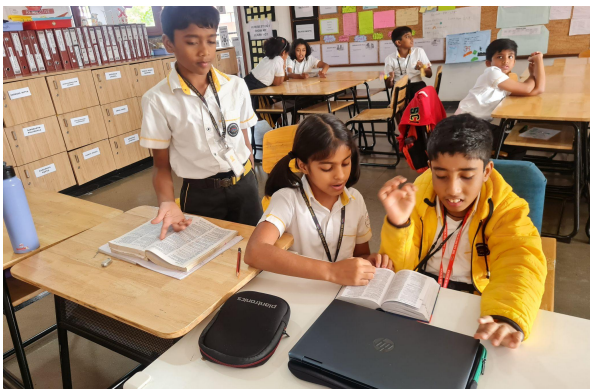
Learning and Teaching - This Month



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Learning and Teaching - This Month



Learning and Teaching-Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

How we organize ourselves

Central Idea:

Economic activities rely on a system of production, exchange and consumption of goods and services.

Lines of Inquiry:

- The role of supply and demand.
- The distribution of goods and services
- Rights and responsibilities as consumers

Key Concepts:

Function, Connection, Responsibility

IB Learner Profile Attributes:

Thinkers, communicators, knowledgeable

Unit of Inquiry

Students will delve into the dynamics of supply and demand, gaining insights into how the availability (supply) and desire (demand) for goods and services interact, shaping prices and influencing the overall economy. Furthermore, they will explore the distribution of goods and services, scrutinizing the systems that facilitate the seamless movement of products from manufacturers to consumers, including supply chains and distribution networks. Finally, students will examine their consumer rights and responsibilities, contemplating ethical considerations in their purchasing decisions to foster informed and responsible consumption.



Learning and Teaching-Month Ahead

Transdisciplinary Language

Students will explore various types of adverbs, delve into persuasive writing and advertising techniques, and will engage in letter writing. Students will creatively apply their knowledge by drafting letters that articulate the rights and responsibilities of consumers. This will not only enhance their understanding of the concepts in addition will also help the develop effective communication and expression skills.

Transdisciplinary Math

This unit focuses on the fundamental dynamics of economic activities. Students will reinforce their mental math skills..

Additionally, they will engage in understanding financial concepts such as selling price, cost price, bills, profit-loss calculations, factors, multiples, HCF, and LCM. This integrated approach aims to give students a comprehensive understanding of the interconnected elements that drive economic activities, integrating mathematical precision with real-world economic scenarios.



Learning and Teaching-Month Ahead

Spanish

Students will interrogate words used for dialogues and recall the "AR" and "ir" regular verbs by using them in sentences.

They will also learn the conjugations of "hacer" irregular verbs by using them in sentences. They will use thinking and communication skills to express their understanding of the concepts.

Telugu

Students will construct an understanding of the writing process of a 'newspaper article'.

They will be learning singular-plural and meaning of new words.

Hindi

In the month of February, students will be provided with a real story showcasing the bravery or achievement of an individual. They will engage in reflection, extracting new vocabulary and determining the historical period to which the story belongs—whether it pertains to ancient times, the era of independence, or post-independence times. This activity serves as a continuation of their exploration to understand various key concepts.

French

Students will recall the regular verbs "er" and "ir" by using them in sentences. They will also learn conjugations of "re" regular verbs by using them in sentences. They will use thinking and communication skills to express their understanding of the concepts.



Learning and Teaching-Month Ahead

Visual Art

Students will discuss modern art forms. They will look at a few artworks and list down features. Discuss the meaning of the word- Modern. They will either copy/create their artwork with the features of Modern art. Students will look at the paintings of French artist Henri Matisse. They will identify the elements of art in his artwork and list the characteristic features. They will observe a presentation about Henri Matisse's life and his paintings. Students will take the inspiration from Matisse to create an artwork.

Physical Education

Students will watch the video of basketball and reflect on it. (I see, think, one word that connects)

Students will do the self-continuum and task sheet on basketball. They will explore the basketball court. Students will review the 3rd line of inquiry (Application of knowledge, skill & strategies in sports)

They will learn basic skills (stances- defense & offense, dribbling).

Music

Students will learn about the various music genres such as blues, pop, folk, country, and jazz Indian styles. They will learn an Indian language song.

Drama

Students will keep rehearsing the stories chosen by the class and gradually move towards finalising every performance aspect, such as music, dance, set design, lights, props, costumes, etc. They will also organise repeat rehearsals to master their movements, dialogues, etc. Most teams would also be busy making or constructing props, masks, sets, posters, etc. for the play.

Dance

Students will be introduced to elements of dance, demonstrating proficient use in varied and controlled body shape, levels, pathways, and time, as well as movement qualities in relation to the choreographic intent.



Happenings Month Ahead

Events	Date
World Read Aloud Day	7 th February 2024
Class Photograph	14 th February 2024
International Mother Language Day	21 st February 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/>

