



# P R I S M

Grade PP1  
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](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 & Well being.**

Students and teachers engaged and practiced a range of mindfulness exercises like superman pose, flower pose, heart breathing, tree pose, Mandala art, mindful listening and understanding emotional zones. Students reflected on their experiences and shared their views on the benefits of practicing these exercises.



The counsellor completed the theme of public and private place behavior where she connected with students and gave them various scenarios of the same. Students were provided with various ideas and strategies to ensure appropriate behaviour . They were able to share relevant information with their fellow classmates. The counsellor spoke about the Do's and Don'ts of public and private places behavior . Students were quite aware of the same. The counsellor will be starting the new theme - conflict management.





# School Philosophy – 5 Developmental Pillars

## Core Values

The core value for this month 'Perseverance' was inculcated in various ways. Students were involved in various learning engagements like watching and listening to stories. They read books related to perseverance and co-constructed the meaning as never give up and try your best. Students shared the importance of perseverance in our lives during discussions.



## Stakeholder Engagement

Students celebrated Sankranti through a special assembly. Teachers performed a traditional dance for the students. They celebrated and discussed the importance of Sankranti.



# School Philosophy – 5 Developmental Pillars

## Global Leadership-

Students demonstrated their leadership capabilities by conducting weekly assemblies and shared their classroom learnings. These opportunities helped them to develop their ATLs and demonstrate the attributes of a learner. Students used reflection strategies to assess their learning and identified areas of improvement.



## Holistic Excellence-

As a part of holistic excellence, students continued reading Oxford Reading Tree books in the homerooms and shared their reflections.

During the life skills session, students were engaged in making dry bhel through the non-fire cooking session.





# 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 – January

**Unit Of Inquiry:** 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 factors that influences lives.

**Key concepts:**

change, function, causation

**Related concepts:**

patterns, transformation, environment.

Students were curious about the growth patterns of various living things such as human beings, butterflies, hens, and plants. They made comparisons between these living things to identify the differences in their growth patterns. By observing the growth patterns of different living things, the students were able to identify similarities and differences between them. They related these growth patterns to themselves by making real-life connections through show and tell, such as daily schedules, day and night, days of the week, and months of the year. Students inquired about factors that contribute to the growth and development of living things and they also discussed the effects of external factors, such as care, food, home, family, and friends, on the growth and development of living things.



# Learning and Teaching -January

## **Transdisciplinary Language :**

Students had an opportunity to enhance their vocabulary by identifying the beginning sounds of jolly phonic set 3 sounds. They were introduced to the sounds along with engaging writing exercises. Through proper blending, students were able to make three-letter words. They will continue practicing the formation of CVC words through individual letter writing using sand tracing, notebook practice, and play dough.

To deepen their understanding of CVC words, students also practiced reading and writing singular and plural forms by adding the 's' letter. By connecting to the unit of inquiry, they built new vocabulary for opposites like heavy-light, small-big, tall-short, day-night, etc. Overall, these engagements helped students to develop their language skills and expand their vocabulary in a fun and interactive way.

## **Transdisciplinary Math :**

Students focused on reinforcing their understanding of numbers before and after a given number, while also delving into new conceptual understandings such as patterns and timelines. They engaged in a variety of activities to explore patterns, including identifying and extending them using colors, shapes, images, pictures, objects, letters, and numbers. Additionally, they practiced skip counting by 5s and 10s through a range of interactive learning exercises. To further their mathematical skills, students also practiced arranging real-life objects and playing games that involved sequencing big-to-small and small-to-big numbers (ascending and descending numbers).



# Learning and Teaching - January

## **Art**

Students continued to explore the next basic element of the art- shapes by drawing shapes they know. They inquired into the differences between lines and shapes and in turn were able to define shapes. They continued their inquiry of shapes by exploring the importance of shapes in the art, identifying the different shapes in the artwork, and creating artworks using them.

## **Music**

Students were actively engaged in learning the foundational aspects of vocal music. They were introduced to both Indian and Western Solfege singing techniques and were given opportunities to practice singing vocal exercises in various pitches. Students had an introduction of rhythm and tempo through such as Sweet Beats Rhythm with Action Songs. To further enhance their skills, students learned and practiced singing popular songs like Three Little Birds and You Are My Sunshine.

## **Drama**

Students were presented with various scenarios that involved a problem. They were encouraged to use their imagination and think about the appropriate ways to respond while considering appropriate facial expressions and body language that would be expected of the character in each situation.

## **PE**

Students were engaged in throwing and catching games. They are exploring and understanding different types of throws using various objects. Further students explored catching and different ways of catching using various equipment.





# Learning and Teaching - January





# Learning and Teaching - January





# Learning and Teaching - January





# Learning and Teaching - January



# Learning and Teaching - Month Ahead

## **Unit of Inquiry:**

How we express Ourselves

## **Central idea**

Play facilitates expression, feelings, ideas and new understandings.

## **Lines of inquiry**

- Purpose of play
- Imaginative use of materials and objects
- The role of toys over time.

## **Key concepts:**

function, connection, change

## **Related concepts:**

imagination, creativity, communication

Students will begin an inquiry into the fourth unit under the theme **“How we express ourselves”**.

They will be unpacking the unit through various engagements. During this unit, students will explore various ways to identify how play facilitates expressions and different materials used to create an imaginative toy of their choice. Students will also look at what play signifies to them and the purpose of play. They will be identifying various materials that have changed over time to make toys.



# Learning and Teaching - Month Ahead

## **Transdisciplinary Language:**

Students will explore uppercase and lowercase letters of the alphabet and their phonic sounds through various learning engagements. They will practice the blending of sounds to reinforce their reading skill.

Students will practice the formation of letters through interactive learning engagement. They will enhance their vocabulary by learning new words and their meaning during the inquiry.

## **Transdisciplinary Maths:**

Students will be introduced to the concept of graphs by collecting data for the play they like, where, and how they would like to play. They will learn to create graphs using colors, shapes, and pictures. Students will learn to analyze and interpret data using bar graphs, pictographs, and human graphs.





# Learning and Teaching - Month Ahead

## **Art**

Students will be introduced to the 2D and 3D shapes and will define and differentiate through various learning engagements.

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## **Music-**

Students will be learning new songs with basic hand-eye coordination.

They will learn Instrumentation with basic minor instruments.

## **Drama-**

Students will watch videos related to performances - one with a prop and one without a prop - and they will be able to state the similarities and differences between them.

What are props? Why do we have them? How will we use them?

They were asked to choose one prop and state how they would use it in the given story.

## **PE:**

Students will explore different gymnastics techniques and movements using various types of gymnastics equipment and different stations. Students will explore, understand, and practice the Forward roll and Sideward roll.



# Sankranti Celebrations



RESTRICTED



# Sankranti Celebrations





# Sankranti Celebrations



# Happenings Month Ahead

Events	Date
Class Photograph	5 <sup>th</sup> February 2024
World Read Aloud Day	7th February 2024
Grandparents Day	17 <sup>th</sup> February 2024
International Mother Language Day	21 <sup>st</sup> February 2024

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