



P R I S M

Grade 5
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 Well-being

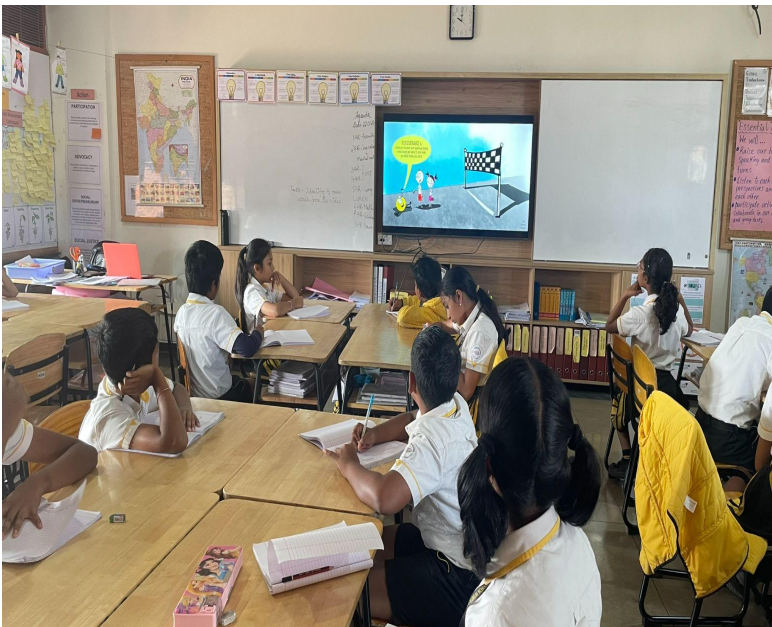
Students participated in different mindfulness exercises. They practiced mindfulness activities like “In-breathing and Out-breathing”, square breathing, flower pose, balanced walking, etc. As part of self-awareness, students shared their strengths and challenges. They discussed the importance of growth mindset and ways we can practise moving away from fixed mindset. Students were also introduced to mandala art which helped them to relax and improve their concentration, self-esteem and focus.



Core Values

Students enthusiastically embraced the value of “Perseverance”. They discussed the meaning of perseverance with their peers and teachers. They discussed and shared that perseverance is “patience and endurance”.

Students had different learning engagements to understand the importance of perseverance in life. They read stories and shared real life examples.



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 importance of these strategies in real life.

Students learned to make Papdi Chaat with their peers as part of the life skills.



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.



School Philosophy – 5 Developmental Pillars

Stakeholder Engagement

Students enthusiastically organised a special assembly for Sankranti festival that brought a sense of cultural fervour among learning community. 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 respect for the cultural diversity that enhances our learning environment.

Students danced and created a picture of how the Sankranti is celebrated in different parts of India. They discussed that that how Sankranti is celebrated in Andhra Pradesh and Telangana for four days – Bhogi, Makar Sankranti, Kanuma, and Mukkanuma and in the other parts of the country.

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

Grade 5 (B, C, D, E, H, L)

Unit of Inquiry:

Transdisciplinary Theme:

Sharing the planet

Central Idea:

Reaching a resolution during periods or moments of conflict is influenced by the actions and reactions of all involved

Lines of Inquiry:

- Cause of conflict - Causation
- Purpose of human rights and equity - function
- Strategies used to resolve conflict and their consequences - responsibility

Key Concepts:

Causation, function, responsibility

IB Learner Profile:

Balanced, Open-minded,
Thinkers, Communicators

Grade 5 (A, F, G, I, J, K)

Unit of Inquiry:

Transdisciplinary Theme:

Who we are

Central Idea:

Changes people experience at different stages of their lives affects their evolving sense of self.

Lines of Inquiry:

- The physical, social, emotional and intellectual changes that occur throughout life
- Factors that contribute to well-being during stages of life
- Ways relationships contribute to self-concept

Key Concepts:

Function, Change, Responsibility

IB Learner Profile:

Inquirers, Reflective, Balanced,
Risk-takers



Learning and Teaching – This Month

Grade 5 (B, C, D, E, H, L)

Unit of Inquiry

Students inquired about the causes of conflict under the transdisciplinary theme - Sharing the planet. They co-constructed the definition of conflicts and shared the examples of conflicts. They further sorted them into the types of conflicts. Students discussed and researched about various causes of conflict and concluded that misunderstanding, personality clashes, lack of cooperation, etc are major causes of conflicts.

Students inquired into the purpose of human rights and equity. They were also able to connect to the UN SDG during the discussions and revisited the UN Sustainable Goals and Design Thinking Process.

Students discussed their problems faced while experiencing conflicts in their life /with peers /friends and started their design thinking process.

Grade 5 (A, F, G, I, J, K)

Unit of Inquiry

Students started their inquiry into physical, social, emotional and intellectual changes that humans go through over a period of time. They continued inquiring into the factors affecting well-being. They understood how our circumstances impact our physical, and mental well-being.

Students further inquired about ways relationships contribute to our self-concept. They explored the meaning of self-concept and identified various factors that affect self-concept as life experience, age, relationship, appearance, etc.



Learning and Teaching – This Month

Transdisciplinary Language Grade 5 (B, C, D, E, H, L)

Students continued the weekly spelling assessments and co-constructed the same to enrich their vocabulary. While inquiring about the causes of conflict students understand how an argument leads to conflict and thus made a connection with argumentative text and essay. Students also connected to debates during the homeroom discussions. They researched about argumentative writing and understood that it is a text where the writer is either 'for' or 'against' an issue or subject.

Transdisciplinary Language Grade 5 (A, F, G, I, J, K)

While inquiring about self-image and self-concept students made connections with character traits. They understood that these are the aspects of a person's behavior and attitudes that make up that person's personality. Students made connections with types of adjectives They had various learning engagements related to the same. Students also made transdisciplinary connection with types of poems such as Acrostic, Haiku, Limerick, Diamante and Free Verse.

Transdisciplinary Math Grade 5 (B, C, D, E, H, L)

Students made connections with problem-solving while discussing various strategies used to resolve conflicts. They made connections with 'equations' while inquiring about equity and equality.

Students were able to make connections with fractions, percentage and decimals. They inquired into frequency distribution to find out the most common conflict people face during the homeroom discussions.

Transdisciplinary Math Grade 5 (A, F, G, I, J, K)

Students made connections with measurement (length, weight, and capacity) while discussing the concept of change. They made connections with 2D and 3D shapes while inquiring about outer traits such as appearance. They researched and discussed that different shapes have different volumes and the various 3D shapes' characteristics followed by various learning engagements. While inquiring about ways relationships contribute to self-concept, students made connections with logical reasoning and algebraic expressions.



Learning and Teaching – This Month

Dance:

Students stepped into body isolation through body warm-up, body stretching and basic movements of dance that helps them perform high range of movements.

Music:

Students were engaged in learning the basics of the staff notation system. They explored note values of whole notes, half notes, quarter notes, and quavers. They learned the Indian musical genres including classical, semi-classical, and folk.

Drama:

Students rehearsed their play. They organised their scripts, maintained their theatre journal and planned materials for their skit.

Visual Arts :

Students continued with study of human anatomy and textile design. They created an artwork of a chosen reference portrait photograph, practised figure drawing, designed costumes in the group and self-reflected on their learning.

Students discussed exchanging information in communication skills and developed collaboration skills (social skills) while working in groups.

They attended and inquired during guest talks by art teachers about printmaking and sculpture to explore and experience the art forms.



Learning and Teaching – This Month

PE:

Students conducted research about football. They participated in zig-zag dribbling. Students performed passing in football in which they have learned push-pass in triangle and square shape, receiving, kicking inside of the foot and execution after kicking.

Additional languages:

Hindi:

Students learned and understood the poem 'Kadam Ka Ped'. They shared their thoughts and opinions about the purpose of writing a poem, its symbolism and tried to connect it with real life situations. They read about the poetess, Sumitra Kumari Chauhan and her famous works in the field of Hindi Literature. Students shared their role in conserving nature and suggesting ways to promote healthy living; they shared their understanding through poems, paragraphs, pictorial presentations and mind maps. Students further practiced writing paragraphs on their chosen topics and shared it with their peers.

Spanish:

Students learned present continuous tense regular AR, ER and IR verbs conjugation and sentence formation.

French :

Students learned the vocabulary related neighborhood in French. They described their neighborhood. They also learned the reflexive verb conjugation.

Telugu:

Students discussed and learned a new poem about nature called 'Sita koka chilukalu' written by Avansa Somasundaram Kavi. Students listed new words and their meanings. They also shared the purpose of the poem. Students got to know more about Avansa Somasundaram Kavi. They shared their ideas through paragraphs/ mind maps.



Learning and Teaching – This Month

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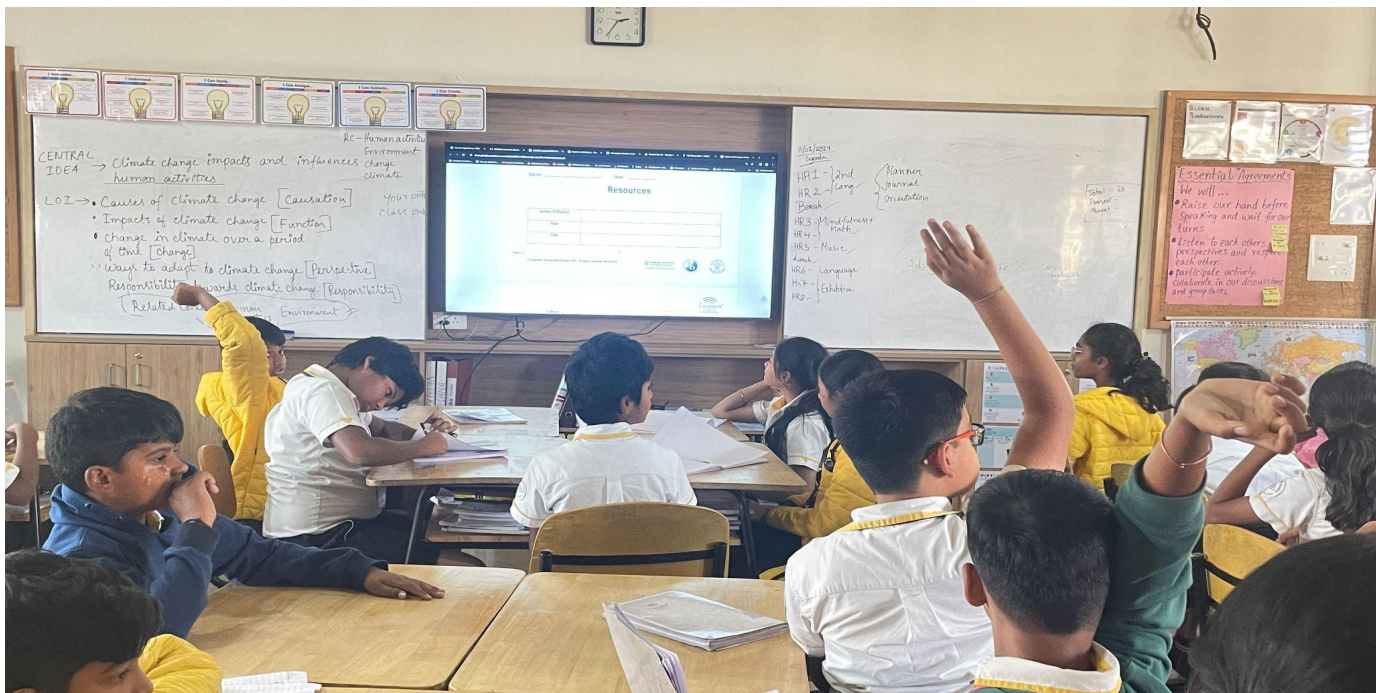
Inquirers, Reflective, Balanced, Risk-takers



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching - This Month



Learning and Teaching – Month Ahead

Grade 5 (B, C, D, E, H, L)

Unit of Inquiry

Students will identify various causes of conflict as misunderstanding, personality clashes, lack of cooperation, etc. While inquiring, students will understand the purpose of human rights and equity. They will also inquire on human rights and laws that protect the rights of people who need additional protection and opportunities.

Transdisciplinary Language

While looking at the types on conflicts students will make a connection with conflicts in the literary fiction. They will read the stories and identify the types of conflict regarding the main character and the causes for conflicts. Students will also work on the elements of a story.

Transdisciplinary Math

Students will continue doing mental Math every day to revisit the concepts learned earlier. They will revisit the concepts- Fractions, Decimals, Percentages, Data handling etc.

Grade 5 (A, F, G, I, J, K)

Unit of Inquiry

Students will continue their research on the factors contributing to well-being during adolescence and ways relationship contribute to our self-concept where they will explore on the concept of well-being and meaning of self- concept.

Transdisciplinary Language

While discussing about physical changes students will connect to character sketch and character traits. They will inquire into the concept through a read aloud story and listed the characters' inner and outer traits. Later, they will also made connections to direct and indirect speech.

Transdisciplinary Math

Students will continue revisiting the concept of algebraic expression and will be introduced to percentages.



Learning and Teaching – Month Ahead

PYP Exhibition

Students will start working in their interest groups for the exhibition. They will have their weekly mentor meetings where they will discuss their exhibition journey so far starting from identifying the issues, finding the root cause through 5 WHY analysis, blocking of the transdisciplinary theme, and framing the central idea and lines of inquiry. Students will further share their understanding of the central idea through prior knowledge assessment. They will regularly reflect on the attributes of learner profile and the ATL.

Spanish

Students will learn and explore present continuous tense irregular AR,ER and IR verbs conjugation.

French

Students will continue to learn the construction of the reflexive verbs and learn the vocabulary related to their daily routine. They will also revisit to express time in French.

Hindi

Students will be introduced to article writing in Hindi. They will read newspaper articles and try to identify the differences between various types of articles. Students will also learn how to write complex sentences.

Telugu

Students will be given a newspaper article to read and will inquire into the newspaper report writing. They will discuss the importance of an interview and a dialogue between two people and list down how they were similar/different.



Learning and Teaching – Month Ahead

PE:

Students will start their inquiry on strategies used in football. They will engage in passing in football, will learn short-pass in triangle and long pass, receiving, plantation of the non-kicking foot, kicking inside of the foot and execution after kicking.

Drama:

Students will keep rehearsing the stories chosen by the class and will finalize every aspect of the performance like music, dance, set design, lights, props, costumes etc.

They will engage in organizing rehearsals to master their movements, dialogues etc. They will make props like masks, sets, posters etc for the play.

Visual Arts:

Students will research contemporary artists' artworks from various places to understand the techniques, reason for creating artwork, and style. They will observe different art forms, discuss their features and work on their chosen art form.

Music:

Students will explore different music genres, including blues/ pop/ folk/ country/jazz Indian style. They will learn a patriotic song and a song in western language.

Dance:

Students will be introduced to elements of dance. They will choreograph the dance keeping in mind varied and controlled body shape, levels, pathways, and time and movement qualities.



Happenings Month Ahead

Events	Date
World Read Aloud Day	7th February 2024
Class Photograph	15th 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/>

