



P R I S M

Grade PP1
February

Message from the Head of School – IB PYP

Dear Parents,

Greetings!

I overheard a father read this story to his daughter, while I was waiting to board a flight back home from Bengaluru. This story moved me so much that I went online to find it and read again.

One day a little girl came home from school upset because she had lost her number one spot on her chess team. Knowing how important chess was to his daughter, her father asked her what was wrong. The little girl explained that she had worked so hard to get this spot on the team, but now an older boy from a different school had taken her place. Hearing this, her father had an idea to tell her two stories.

First, he explained there was once a young boy at a beautiful beach scooping sand with a plastic shovel. While his other friends were playing, the little boy spent his day creating a sandcastle that included a moat, a popsicle stick bridge, and even walls. After working on his dream sandcastle all day, a large wave approached and destroyed his hard work. But instead of getting mad, the boy decided to try to make another sandcastle, but this time, make it stronger.

Then there was a businessman who lived and worked in a big and noisy city. He was always busy shuffling his papers into stacks, speaking on the phone, delegating tasks, and typing away on the computer.



He was successful and regularly gained large profits from his business. Just like the little boy, the businessman spent his life building his kingdom. Both were resourceful in formulating plans, diligent with their work, and determined in their tasks. The boy always knew there was a chance that the tide could come. He continuously planned how to do things better and prepare for the wave. The boy knew that the tide was out of his control and he couldn't do anything about it, but he could control how he reacted to the situation. On the other hand, the

Message from the Head of School – IB PYP

businessman spent his time fighting the tides and waves for many years. When work became too overwhelming, the man felt defeated and his business crumbled, just like the sandcastle being washed away.

After telling the story of these two people to his daughter, the father asked her which one she preferred. His daughter replied that she wanted to be like the little boy. She wanted to keep practicing chess and perfecting her skills, even though she felt knocked down. She never gave up and continued to believe that she could control her reactions to hardships.

(Acknowledgement- <https://www.developgoodhabits.com/perseverance-stories-cm1/>)

Perseverance is continuing toward a goal no matter what, while resilience is the ability to bounce back from challenges. We need resilience to persevere. Perseverance encourages flexibility. Perseverant people are innovative. They think outside the box in pursuit of their goals. They're willing to admit when an idea isn't working and they'll try something new. This adaptability benefits their life and makes them more resilient.

Perseverance empowers students to confront academic challenges. It encourages them to seek help when needed, study diligently and persist even when they face new concepts. The students who persevere maintain a steady work ethic, avoid procrastination and stay motivated, ensuring that they are always moving forward in their learning. It is also the driving force behind sustained effort and the pursuit of excellence.

Perseverance is our core value that propels students to overcome obstacles, achieve excellence and develop valuable life skills.

We appreciate your continued support and thank you for being a part of our community. Together, we will continue to make a positive impact, and look forward to creating leaders of tomorrow.

Warm regards,

Anjalika Sharma

Head of School-IBPYP



Message from the Academic Head's Desk

Dear Parents,

Greetings!

Our curious learners explored and observed the world around them through various learning engagements.

'Languages are the bedrock of our cultural heritage and identity'. We support the Mother Language and cultural development of all students as it helps in improving critical thinking skills. It also provides the child with a sense of belonging and helps them understand their roots.

International Mother Language Day was celebrated on 21st February to appreciate diversity and to instill pride and love for our mother tongue. Learners enjoyed listening to stories and rhymes in their mother tongue and felt delighted to communicate their feelings in their mother language.

As part of inquiry, a strong emphasis is placed on students' finding the required information and constructing their understanding which helps in the Holistic excellence in learning.

Our learners of Nursery grade went to a farmhouse in Mokila to observe the influence of the earth's natural cycles on living things. They made wonderful observations of the surroundings and



shared their reflection in class with their peers.

'Play' helps us to express our feelings, and ideas and to think creatively. Under the theme 'How we express ourselves our learners of PP1 went to Sim and Sam's play area to see the varied methods to make use of materials and objects to facilitate play

Learners of PP2 are busy inquiring about the artifacts and their contribution to understanding peoples' History. In connection with the unit, they went to the Salarjung Museum which helped them to further deepen their understanding



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Message from the Academic Head's Desk

by observing different artifacts which included a collection of sculptures, paintings, carvings, textiles, manuscripts, ceramics, metallic artifacts, carpets, clocks, and furniture

Our learners of grade 1 wanted to explore more about the different ways in which living things adapt to environmental conditions and the learners of grade 2 about the impact of human-made choices on other living things under the theme 'Sharing the planet'. They chose to explore further through a Field trip to "Nehru Zoological Park. They got an opportunity to get a deeper understanding of the unit through a guest talk by Mr. Jayottam Ganguly, parent of a grade 1 student who has worked in the Sundarbans in West Bengal. They were made aware of the mangroves and different habitats of different areas and how they adapt to different climatic conditions.

The learners are busy collating information and expanding their knowledge through various resources and learning engagements.

As we advance, we will be taking virtual orientation sessions for parents before starting a unit to give a brief understanding of the upcoming unit of inquiry thus giving an insight about the interdisciplinary subject connections that will be focused during the inquiry process.

We will continue to provide and support purposeful learning through opportunities for developing resilience and perseverance for building a growth mindset and instilling a sense of ownership in our students with continuous collaboration. We value your cooperation, support, and trust towards this.

Sandhya Ramesh

Academic Head



Schools Philosophy – 5 Developmental Pillars

Mindfulness & Well-Being

Students practiced different mindfulness exercises like balloon breathing, back-to-back breathing, focus breathing, deep relaxation/ body scan and mindful observation. They were engaged in discussions about vision board, strengths, challenges and personal goals. The School counsellor conducted the session on Group Awareness about Family relationships. Students reflected on how they care about their family.



Holistic Excellence

To deepen their understanding about the current unit under the theme of “How We Express Ourselves” students went for a field trip to ‘Sim and Sams’ play area. As a part of the life skills sessions, students watched a video on table manners. They discussed the do’s and don’ts of table etiquette. Students continued reading ORT books stimulating their imagination, focusing on their reading skills.



Schools Philosophy – 5 Developmental Pillars

Core Values

Core value for the month 'Perseverance', was inculcated in various ways. Students were engaged in read-aloud story sessions related to the core value. They discussed the meaning of perseverance and ways they can be perseverant, connecting to their personal goals.



Global Leadership

Students actively participated in the class assemblies conducted by PP1 students demonstrating the attributes of the learner profile. Students took ownership of their learning and shared about the different ways they would like to learn and show their learning.

Schools Philosophy – 5 Developmental Pillars

Stakeholder Engagement

Various events were organized to promote stakeholder engagement.

World Read Aloud Day-

Students were engaged in read-aloud sessions and reflected on the importance of reading.

Grandparents 'Day -

To appreciate the love and wisdom the Grandparents share with their grandchildren.



Students and their grandparents were engaged in various fun filled activities nurturing their bond.

International mother language day -

Students celebrated International Mother Language Day promoting multilingualism. They were engaged in listening and reflecting to the stories narrated by teachers in their Mother Language.



Professional Development

45 PYP teachers attended the IB PYP In-School Category 2 workshop on "Local and Global Inquirers" in January 2024. They organized, planned, and shared their learning with the entire team on Saturday, 3rd February 2024, wherein they presented their understanding of powerful inquiries, and how they facilitate inquiry in their context. The team further shared ways we can provide time for learners to wonder, explore, build, and revise theories, engage in research, and reflect on their learning.

Teachers discussed ways to nurture agentic learners, international mindedness, and connected transdisciplinary learning about language. They shared their perspectives regarding successful inquiries which generally lead to responsible student actions. Actions can lead to further inquiry.

The session ended with reflections where teachers shared their key takeaways from the workshop, how they would incorporate their learning in their classes, and plan the learning engagements to help students learn.



Learning and Teaching – Month Review

Unit Of Inquiry:

Transdisciplinary Theme:

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

Unit of Inquiry:

Students started the new unit under the theme, 'How we express ourselves'. They explored different forms of play through dance, music, puppet show, shadow play, drama and art. Students were engaged in discussions about the purpose of play and shared their understanding with peers.

TD Language:

Students were introduced to the letters Zz (zig-zag run) and J j (Jump) along with its phonic sounds. They practiced the blending techniques of different letter sounds and used them to read and write the 3 letter words. Further they were introduced to the long vowels through various learning engagements.



Learning and Teaching – Month Review

TD Math:

Students had reinforcement of number sequencing and quantification of numbers from 1 to 90 using place value. They were introduced to skip counting by 2s and 5s through various learning engagements. They practiced simple additions using real-life objects.

Art:

Students were introduced to the 2D and 3D shapes. They discussed similarities and differences between 2D and 3D shapes. They shared examples of the 2D shapes from their immediate surroundings. Students created artworks using the 2D and 3D shapes. They further inquired about the colours used in creating a basic artwork. Students were engaged in observing the artwork and identifying the colours in it. They were introduced to the primary colours.

Dance:

Students learned to express angry emotions through facial expressions and body movements.

Music:

Students were introduced to beats (clapping and tapping) with the help of an Electronic Keyboard and practicing rhymes 'my pigeon house', 'ants go marching', 'sunshine', and 'Hum Honge Kamyab' along with the teacher.

Drama:

Students watched puppet play and learned to identify the sounds used and emotions expressed in the play. They re-created the story of the play using their choice of resources.

PE:

Students learned and explored the correct technique of throwing and catching skills. They practiced Throwing- Overarm throw and underarm throw.



Learning and Teaching – Month Review



Students explored types of play (shadow play) and identified the characters played .

Learning and Teaching – Month Review



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Learning and Teaching – Month Review



Students exploring different types of play during the Field trip to “Sim and Sams” play area.

Learning and Teaching – Month Review



Students practicing math concepts like addition, big to small, small to big using hands on learning engagements.

Learning and Teaching – Month Review



World Read Aloud Day was celebrated on 7th February, 2024. Facilitators planned an interactive session using different types of resources and narrated a story.

Learning and Teaching – Month Review



Students engaged in Music, PE and Drama sessions.

Learning and Teaching – Month Review



Students engaged in PE, UOI, and Reading sessions.

Learning and Teaching – Month Review



International Mother Language Day

Learning and Teaching – Month Review



Grandparents' day celebrations

Learning and Teaching – Month Ahead

Unit Of Inquiry:

Transdisciplinary Theme:

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

Unit of Inquiry:

Students will be inquiring how toys have changed with time through various learning engagements. They will reflect on different ways materials can be used in play.

TD Language:

Students will be introduced to the long vowels. They will reinforce short vowels. Further using various learning engagements they will explore the difference between long and short vowels.

TD Math:

Students will continue sequencing and quantifying numbers using place value. They will be introduced to the numbers 91 to 100 and will have reinforcement of skip counting of 2's and 5's through different strategies.



Learning and Teaching – Month Ahead

Dance:

Students will continue learning different elements of dance.

1 Direction- Direction of steps or movements in freestyle dance form.

2 Strength- The ability of a muscle to push force against a resistance.

3 Attack- The amount of energy and sharpness required to deliver steps at different paces of music.

Music:

Students will revisit beats (clapping and tapping) with the help of an Electronic Keyboard and will practice rhymes 'my pigeon house', 'ants go marching', 'sunshine' and 'Doe re mi song' with the teacher.

Drama:

Students will use their imagination and play with a toy to create dramatic scenes.

Art:

Students will co-construct the task, tool, and criteria for the end of the unit assessment to show their learning of different techniques and types of art.

PE:

Students will learn gymnastic skills

Jump- vertical jump, tuck jump, and jump from the height.

Roll- baby roll and front roll.



Happenings Month Ahead

Events	Date
PYP Student Led Conference:	2nd March
Shiv Ratri (Holiday)	8th March
Grade 2 Theatrical Evening	18th March
Holi (Holiday)	25th March
Good Friday (Holiday)	29th March

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/>

