



# P R I S M

Grade 2  
March - April 2024



IB CONTINUUM  
CONTINUUM DE L'IB  
CONTINUO DEL IB

# Message from the Head of School - IB PYP

Dear Parents,

As we approach the end of another academic year, I take this moment to reflect on our journey together and extend my heartfelt gratitude to each and every one of you.

I would like to share with you a story I had read a few months ago and had truly touched me.

In a small village nestled between towering mountains and winding rivers, there lived a diverse community of animals. Among them were a fox, a squirrel, and a rabbit, each with their own unique skills and strengths. One sunny morning, as they gathered by the riverbank to collect food for the upcoming winter, they faced a dilemma. Heavy rains had transformed the river into a fast-flowing torrent that seemed impossible to cross.

"We need to find a way across," said the fox, her sharp eyes scanning the rushing waters. "Winter is coming, and we must gather supplies before it's too late." The squirrel nodded in agreement, his agile mind already formulating a plan. "I can climb the trees and look for a safe passage," he suggested. "Perhaps there's a fallen log or a sturdy branch we can use."



The three animals joined forces, their determination binding them together like the strongest of bonds. The fox used her cunning to scout the riverbank for any signs of danger, while the squirrel leaped from tree to tree, searching for a safe crossing. Meanwhile, the rabbit rallied the other animals in the village, organizing them into teams to gather supplies and materials. After hours of searching and planning, they finally found a narrow stretch of the river where the waters were calmer. With the help of their friends, they constructed a makeshift bridge using fallen branches and sturdy vines, creating a safe passage for the stranded deer.



# Message from the Head of School - IB PYP

As the last deer crossed to safety, the animals erupted into cheers, their hearts swelling with pride and gratitude. The fox, the squirrel, and the rabbit stood side by side, their faces beaming with satisfaction. "We did it," said the squirrel, his voice filled with awe. "Together, we accomplished the impossible." The fox nodded, her eyes shining with pride. "Indeed," she replied. "For when we work together, there is nothing we cannot achieve."

At The Gaudium this year had been filled with many triumphs, growth and resilience. Our school community showed incredible strength and determination. Students were dedicated towards their learning, as well as were creative, and kind towards one another. Parents, extended support and partnership in their child's education, which has always been invaluable. And teachers exhibited commitment to excellence and their passion for teaching made a profound impact on the lives of our students.

We encourage all our stakeholders to recharge and rejuvenate over the summer break , and at the same time reflect on their journey to set new goals for the year ahead. Remember that each new day brings with it endless possibilities, and with determination and courage, we can overcome any obstacle that comes our way.

I express my deepest appreciation for the dedication and commitment of our entire school community. Together, we have created an environment where students can learn, grow, and thrive. Let us continue to support each other, celebrate our successes, and strive for excellence in all that we do.

Wishing you all a safe and enjoyable summer break!

Warm regards,

Anjalika Sharma  
IBPYP Head of School



# Message from the PYP Coordinator's Desk

Dear Parents

Greetings from the Gaudium!

As we approach the end of another academic year, it's a time for reflection, celebration, and looking forward to the adventures that lie ahead. As we reflect on the past year, let us celebrate the countless achievements and milestones that we have accomplished. From academic successes to personal growth and development, each accomplishment is a testament to our hard work, dedication, and perseverance.

In the Primary Years Programme (PYP), we strive to foster inquiry, curiosity, and a love of learning in our students. This year, we have witnessed your curiosity as you explored new ideas, asked thought-provoking questions, and engaged learning experiences that ignited your passion for discovery.



Beyond academic achievements, we are proud of the of the empathy, and compassion that our students have shown towards one another. Whether it was lending a helping hand to a classmate in need or supporting teachers while taking the learning forward spreading positivity and joy throughout our school community, your actions have made a lasting impact on those around you.



# Message from the PYP Coordinator's Desk

As we bid farewell to another school year, I want to express my deepest gratitude to every one of you for your contributions to our school community.

As you go on the well deserve summer break, I encourage you to take this time to recharge, explore new interests, and spend quality time with family and friends. Whether you're traveling to new destinations, engaging in outdoor adventures, or simply enjoying moments of relaxation.

Wishing you all a safe, happy, and rejuvenating summer break!

Thank you.

Warm regards

Meera Chhabria (Primary Years Programme Coordinator)



# School Philosophy – 5 Developmental Pillars

## Mindfulness and Well-being:

Students enjoyed engaging in mindfulness exercises. They practiced 5-senses awareness, mindful movement, mindful breathing mindfulness exercises like self-awareness, self-expression, and sharing their feelings, strengths, and weaknesses. Students were also engaged in mindful thinking helping them to be aware of their actions and words. Students enjoyed making Mandala Art.



Students reflected on strengths and challenges and were engaged in personal goal-setting to improve their state of well-being based on physical, emotional, and social. They also learned about developing a growth mindset over a fixed mindset.



# School Philosophy – 5 Developmental Pillars

## Core Values

In the months of March and April, students learned about the core value of Integrity. It is the quality of being honest and having strong morals. Students discussed the importance of moral values read stories, and watched videos. Students also shared their real-life experiences where they exhibited perseverance.



## Stakeholder Engagement

Students celebrated “World Read-Aloud Day”. They discussed the importance of reading. They read interesting books of their choice and shared stories with their peers.

Students celebrated “World Water Day”. They drew pictures of different ways in which they can save water.

# School Philosophy – 5 Developmental Pillars

## Holistic Excellence

As a part of holistic excellence, students enacted a play for a “Theatrical Event”. The students enthusiastically practiced and performed for the event which comprised of a group song, play and culminated with a group dance.

The students were confident and excited while reflecting and sharing their learnings with their parents in the Students Led Conference.



## Global Leadership

The students made choices, reviewed essential agreements, and co-constructed the assessment tasks. Students took ownership of their learning by setting their learning goals, sharing their reflections, identifying areas of strength and improvement, and discussing further steps to achieve them. Students revisited the leadership capabilities and United Nations Sustainable Development Goals (UNSDG) and shared their Understanding.





# Professional Development

## **Programme of Inquiry and Curriculum Review**

The team reviewed the Programme of inquiry (POI) and engaged in curriculum mapping for Language and Math as well as single subjects to highlight transdisciplinary connections within the units of inquiry. Single-subject teachers collaboratively reviewed their respective curricula and finalized the annual plan.

## **Programme Evaluation**

The team read the PYP evaluation report. They collaborated and shared their thoughts about the programme development plan and shared their perspectives related to the same using the Google form. After analyzing, the team decided to work on the student's actions as the programme development plan and discussed the next steps forward.

## **Review of school policies**

The PYP team read and reviewed school policies and shared their reflections. They later worked in different groups to present their understanding of the policies. Teachers shared their perspectives and reflected on the implementation of the policies in the classroom and school to deepen their understanding.



# Learning and Teaching - This Month

## Unit of Inquiry

### Transdisciplinary Theme:

Who we are.

### Central Idea:

Choices of role models reflect the beliefs and values of people.

### Lines of Inquiry:

- Reasons for choosing a role model
- Factors that determine our beliefs and values
- Influence of role models on people's choices and actions

### Key Concepts

causation, perspective, connection.

### IB Learner Profile:

Inquirers, Reflective,  
Communicators

**Unit of Inquiry:** Under the Transdisciplinary Theme "Who we are", students discussed about the meaning of role models.

They had group discussions on what they would like to know about role models.

The students enthusiastically shared their role models and what makes them their role models after inquiring into their lives.

They also discussed ways they can also be role models to others. Students inquired about the character traits of their role models.

They discussed the reasons for choosing a role model.



# Learning and Teaching - This Month

## Transdisciplinary Language

Students made connections with homophones. They connected to the words 'roll' and 'role'. They realized that both sound the same but their spellings and meanings are different. They found the meaning of the word homophones using a dictionary. Students shared many examples of homophones that they could connect from their daily observations.

They made connections with homonyms as the word 'role' has two different meanings. They differentiated between homophones and homonyms.

Students described their role models using describing words and made connections with Character traits. They also made connections with Biography and Autobiography, Fiction and Nonfiction, Facts and Opinions.

## Transdisciplinary Math

Students made transdisciplinary connections with the collection, recording, and representation of data. They understood that data can be collected, organized, displayed, and analyzed in different ways.

Students also made connections with the timeline while reading books on their favourite role models.

They continued to practice multiplication and division as they practiced 2-digit multiplication and division. They also solved word problems related to all the mathematical operations. Students also practiced "Mental math" using different resources.



# Learning and Teaching - This month

**French:** In the month of March, students learned vocabulary related to house and framed sentences with “Avoir” verbs.

In the month of April, students recapitulated certain concepts such as articles, singular plurals, adjectives, etc.

**Telugu:** In the month of March, students practiced sentences of othu gunintaalu. They were introduced to different words that give the same meaning through some story poems.. The elements of the story along with meanings, and antonyms, were also practiced throughout the story.

In the month of April as part of the revision, students practiced the letters, gunintaalu, and otthulu, and their words, sentences, days of the week, and months of the year were practiced through stories.

**Hindi:** During the month of March, students participated in poems recitation “ चंदू लाया एक पतंग

“रेलगाड़ी” ‘मोर’. They practiced synonyms, opposites and simple sentences. They framed sentences independently. They listened to the story and identified new words from the story. Students were able to able to introduce themselves in Hindi.

In the month of April, they practiced synonyms or antonyms. The students were given a set of words to join and make compound words. They practiced all matra words as well.

**Spanish:** In the months of March and April students revised numbers, classroom objects, and adjectives in Spanish



# Learning and Teaching - This month

**PE:** In the month of March, students started their inquiry on athletics by observing images (track and field) and sharing their understanding by discussing track and field events. Students explored running techniques, agility, speed drills, and crouch techniques.

In April, students explored broad jump, and softball throw techniques and performed fitness drills and obstacle courses related to different athletic movements.

**Dance:** Students learned the (Top rock) dance movements in B-boying dance style

Students learned the next set of dance movements (CROSS STEPS) in B-boying dance style.

## **Music:**

In the months of March and April, students advanced to implement musical bar exercises with the help of body percussion. In addition, they practiced the 'We Are Unity' song with the help of karaoke and performed for Theatrical Evening. Students practiced a country song 'Count On Me' with the help of karaoke as well. As a part of staff notation, techniques of body percussion were implemented using songs.

**Visual Arts:** In the month of March, students looked at 3 artworks and explored the concept of balance in artwork. They learned the similarities and differences of these 3 artworks -symmetrical, asymmetrical, and radial in detail. The students then learned about symmetry elaborately. They were asked to first share a possible technique to draw and show symmetry. Then, they were asked to fold a sheet of paper in half to draw a line, and then any image/picture/face to show symmetry.



# Learning and Teaching - This month

The students looked at the symbols used in Native American Art forms- by looking at their paintings. They were encouraged to research the meaning of the symbols. Students tried to imitate /copy the symbols by using similar colour schemes.

In the month of April, students co-constructed the task, tool, and criteria for the end-of-unit assessment. They were asked to show a real-life story of their choice using any one art form. The criteria were the use of elements of art- colour, line, shape, use of balance & pattern, clarity of storyline, and features of the art form.

Students looked at the picture of Native American people / Red Indians. They located America on the world map and guessed the lifestyle of the people. They observed the features of the Native American people / Red Indians. Students tried to copy the picture of a Native American - keeping in mind the facial

features.



**Drama:** Students worked on enacting and voicing a character, demonstrating the attributes of a Communicator and Risk-taker for the month of March.

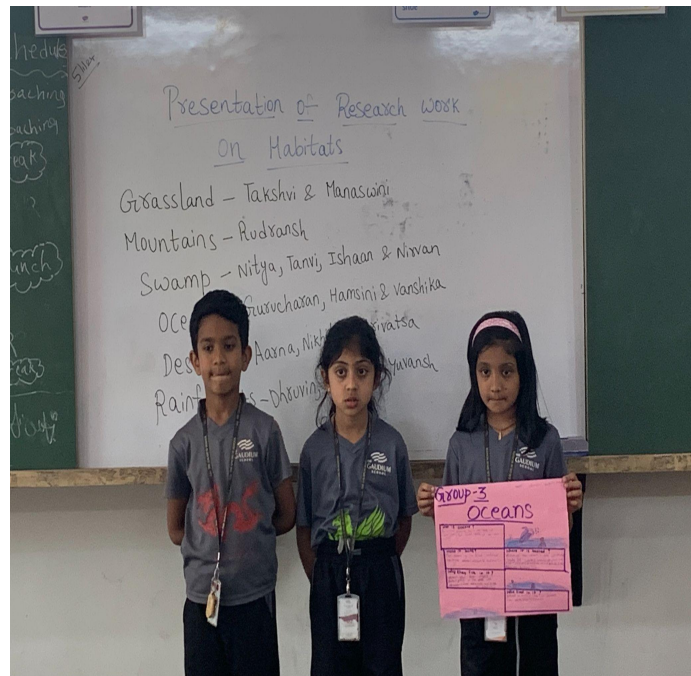
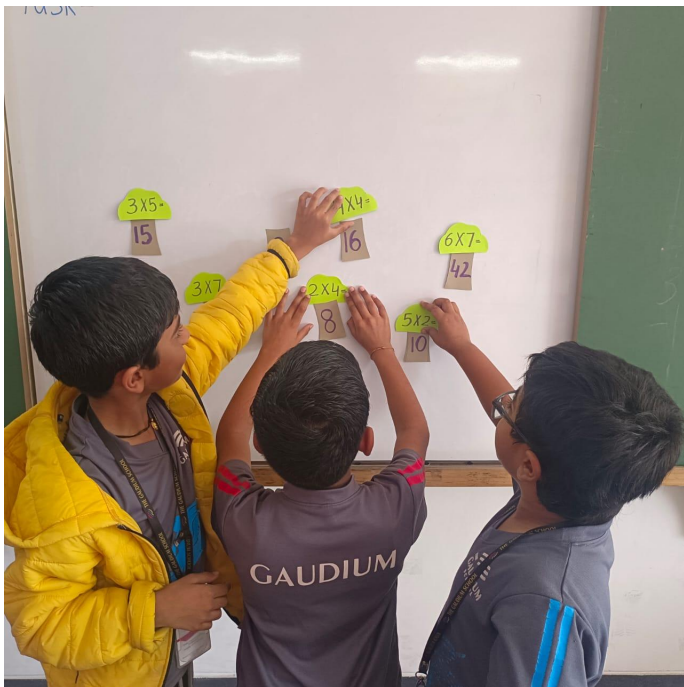
In the month of April, students worked on the importance of stage presence and positioning, demonstrating the attributes of Communicators and risk-takers.



# Learning and Teaching -Last month

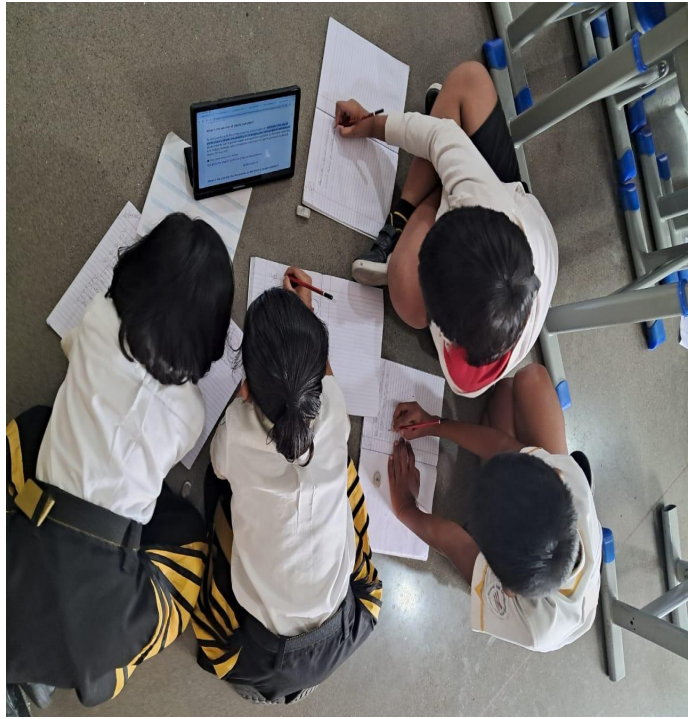


# Learning and Teaching -Last month





# Learning and Teaching -This month



# Learning and Teaching-This month



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# Happenings Ahead

<b>School Reopening dates</b>	
Grade 4 and 5	Monday, 10th June 2024
Grade 1,2 and 3	Wednesday, 12th June 2024
Grade Nursery & PP1	Friday, 21st June 2024
Grade PP2	Wednesday, 24th June 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/>

