



P R I S M

GRADE 4
March & April 2024

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 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

As a part of their daily routine, students continued practicing mindfulness to enhance concentration and regulate emotions. They were engaged in different mindful exercises such as dinosaur breathing, hissing breathing, goal setting, and mandala art.

Students actively participated during the group discussions followed by their reflections.



Core values

The core value for the month, 'Integrity', was inculcated in various ways. Students discussed the meaning of integrity and shared how they practice it in their life. They took part in different learning engagements like watching and listening to stories and reading books related to integrity.

They shared real-life examples that they displayed the core value-Integrity. Students also shared their views about the same in the assembly.



School Philosophy – 5 Developmental Pillars

Holistic Excellence

As a part of holistic excellence, students continued reading novels in the homerooms and shared their reflections. Throughout the year, students, parents, and teachers worked collaboratively in their learning process. Students continued reading books and discussed and shared their reflections using the various strategies along with their peers.



Global Leadership

Students discussed ways they could take action to create a sustainable world. They developed a deeper understanding of global issues and explored ways to take action towards creating a more equitable and sustainable world during their unit on biodiversity.

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



School Philosophy – 5 Developmental Pillars

Stakeholder Engagement

The Gaudium School celebrated the learning of the young students from PP2 Nanakramguda campus, PP2 Kollur campus, and Grade 5.

This event marked a significant milestone in their academic journey and the stakeholders took great pride in having played a role in their growth and development.



We had a three-way conference that helped the stakeholders to meet, reflect, and understand the academic journey embarked upon and share any specific inputs to help us progress further.

The “All-Hands Meet” was conducted where the school achievements and long-term plan were shared with the staff followed by the felicitation of the staff members for their achievements.



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

Unit of Inquiry:

Transdisciplinary Theme:

Sharing the planet

Central Idea:

Biodiversity relies on maintaining the interdependent balance of organisms within systems.

Lines of Inquiry:

- The interdependence of ecosystems, biomes and environment
- Impact of human interaction with the environment
- Consequences of imbalance within ecosystems

Key Concepts:

Connection, Responsibility, Causation

IB Learner Profile Attributes:

Inquirers, Risk-Takers, Thinkers

Unit of Inquiry

In the new unit on 'Sharing the Planet', students began by exploring biodiversity through a provocation and a pre-assessment task. They researched on concepts like ecosystems, biomes, and the environment, as well as terms like abiotic and biotic. They found the similarities and differences between ecosystems and biomes. They discussed the connections between the words and framed open-ended questions to inquire in detail about biomes. They also went on a field trip to Mokila farms to see the variety of species of plants and animals. Students got into their chosen groups of biome and gathered information on its location, flora, and fauna. They were able to understand the interdependence of biomes and ecosystems. The students further made the connection on how human interaction impacts the environment. They inquired in detail about changes in biomes over time. During their research, they made connections to problems faced in that biome. Students collaborated and collected data to further understand and define their problems. They worked on finding feasible solutions to solve the problem.



Learning and Teaching

Transdisciplinary Language

The students continued with their weekly spelling assessments and co-constructed the same to enrich their vocabulary. The students made transdisciplinary connections with compound words when they identified the word biodiversity as a combination of two simple words. They also made transdisciplinary connections with types of poems and understood that poems have different structures while discussing the impact of human activities on the environment.

The students learned about different types of poems, such as Haiku, limericks, and Diamante, to talk about nature and environmental problems together. They inquired about essay writing and understood the difference between essays and paragraphs. They looked into how humans affect the environment and discuss cause and effect.

In addition to this, they read stories like "The Lorax" and "The Giving Tree." These stories helped them talk about pollution, climate change, and why it's important to take care of our planet.

Transdisciplinary Math

The students continued doing mental Math every day to revisit the concepts learned earlier. They solved sums based on all four basic operations. The students continued solving problems related to LCM and HCF and also revisited the Indian and International number systems. Students also made connections with shapes and angles. They inquired about the properties of 2-dimensional and 3-dimensional shapes and learned to use the protractor to measure and construct angles. The students practised to measure angles with the help of a protractor. They identified angles in real life objects around them and constructed them. They also made transdisciplinary connection with area and perimeter and learned methods to find the perimeter of simple and complex shapes. They derived the formula of area for shapes like square and rectangle.

The students continued to practice the construction and measurement of different types of angles. They further explored the difference between area and perimeter and methods to calculate the area and perimeter of different shapes.



Learning and Teaching

French

Students recalled the “ER and IR” regular verb conjugations in sentences. They also learned to conjugate the “RE” verbs and their usage in sentences. Students learned the vocabulary related to the house and how to describe their houses in French. They used thinking and communication skills to express their understanding of the concepts.

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Hindi

Students continued to read about real stories of bravery and achievements from individuals in their own country and from another, reflecting on different historical periods such as ancient times, the period of independence, and post-independence times. These stories were explored to understand various key concepts.

Additionally, students engaged in connecting facts and opinions by categorizing six incidents or sentences along with their respective reasons. They placed questions under key concepts and made connections. Furthermore, students expressed their understanding by writing a letter, poem, or essay or creating a mind map to share the new stories with their friends or family. They also co-constructed the success criteria for these tasks. Students were given the option of watching a movie or reading a biography of authors to gain a deeper understanding of them. Subsequently, they identified — commonalities and differences between the author's life and works. This process helped them comprehend how the writer's life influenced their work. To confirm their understanding, they responded to questions about the author. This project assisted students in understanding the connection between writers' lives and their works.



Learning and Teaching

Telugu

Students focused on reviewing what they've learned and delved into biographies and autobiographies. They were motivated to read poetry and improve their reading and speaking skills. They discussed literary works and how literature impacts people, and they practiced writing biographies and sharing their own experiences and they continued to learn 'adventure stories' and questions with key concepts, meanings and categories of questions.

Spanish

Students learned the vocabulary related to the house, classroom and how to describe their houses and classroom in Spanish. They used to think and communication skills to express their understanding of the concepts.

Students recalled the self-introduction and the regular and irregular verb conjugations. They used thinking and communication skills to express their understanding of the concepts.

Learning and Teaching

Dance

The students in the contemporary dance program focused on improving their movement creativity and improvisation skills. They explored new ways of moving, including body vibrations and hops, to expand their range of movements. They also learned about acting theory, scenery formations, drafting techniques, and using technology in performances. Through warm-ups, stretching, and basic dance movements, they practiced body isolation and developed the ability to perform a wide range of movements in choreography, including bouncing leg movements and body hops.

Visual Art

The students discussed Indian art through the ages and developed a style related to features of Indian Art with the making of sculpture.

The students observed the POP Art style and discussed the feature, timeline and reason to develop the style, they created an artwork with the representation of their own subject and developed the style they observed in POP Art.

The students discussed their favorite style of art and shared the reason for choice, they developed their understanding about the style and discussed the problems if any as a process of their design thinking.

The students discussed Indian modern art and artists, they discussed the situation to develop with such representation of subject by the artists. Students created modern art with the choice of elements and features they observed in Indian Modern Art.

The students discussed two artists from Indian and Western art, and tried to develop the knowledge of their choice of subject and technique. The students made an artwork with a choice of any one artist's style they observed and tried to explore the technique for the same.

Learning and Teaching

Drama

The students rehearsed their plays and also began working on other aspects of the play, such as visualizing the set, sketching the props, and managing the stage. The student leaders in the particular classrooms are very active, taking the initiative to organize the rehearsals and assisting in rehearsing the scenes that have already been practised. This is developing a sense of agency in them. They also freely share their imaginations and ideas, making notes of them in their diaries. They learned to create movements and apply this knowledge to expand their repertoire of movements, generating various new possibilities.

The students worked towards their final performances. They also engaged in run-throughs and also worked on their masks, props, music and Set.

The student leaders made sure that everything is in place and well coordinated. The students focused on learning their dialogues and developing their voice projection. The students also engaged in assessments after the performances.

The students performed their drama and reflected on their work and performances. They were also engaged in some drama games and exercises after that.

Learning and Teaching

Physical Education

The students observed the basketball court, creating mind maps to organize their thoughts visually. They delved into the third line of inquiry, which focuses on the application of knowledge, skills, and strategies in sports. To deepen their understanding, students watched a basketball video. They engaged in reflective exercises, expressing their observations through the strategy 'I See, I Think, I Wonder and one word that connects' it. Prior to these activities, students completed a task sheet on their previous knowledge and experiences related to Basketball. Students further practised the player stance (offence) and refined ball-holding techniques in Basketball.

The students learned basic skills (Dribbling- low & high, Passes- chest pass, bounce pass & overhead pass, Stance- defensive) and will further reflect on their learning in Basketball.

Music

The students revised the vocal exercise, staff notation, and the song "Our Land". They engaged in learning the "One Friend" song. They learned how to modify lyrics and make a musical composition.

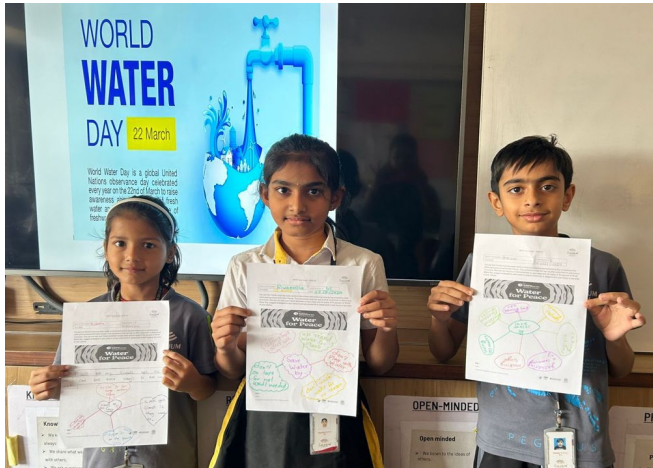
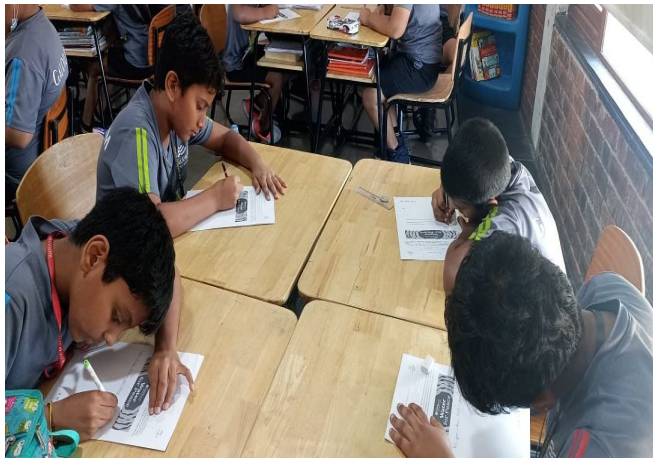
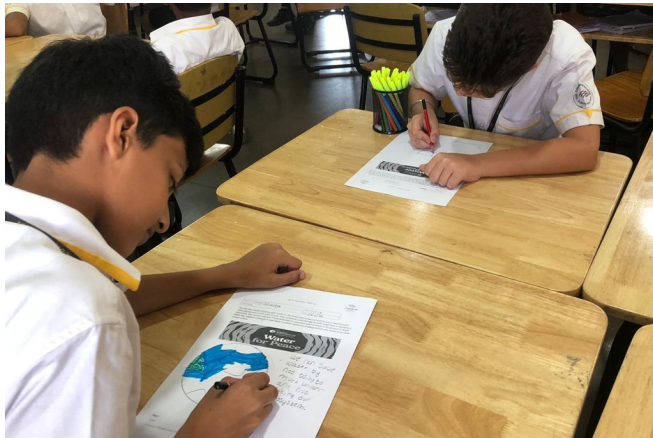
The students learned a new inspirational song "Don't Worry, Be Happy".



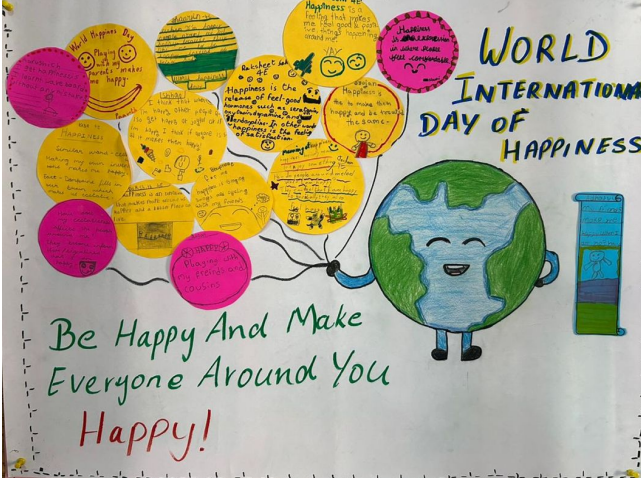
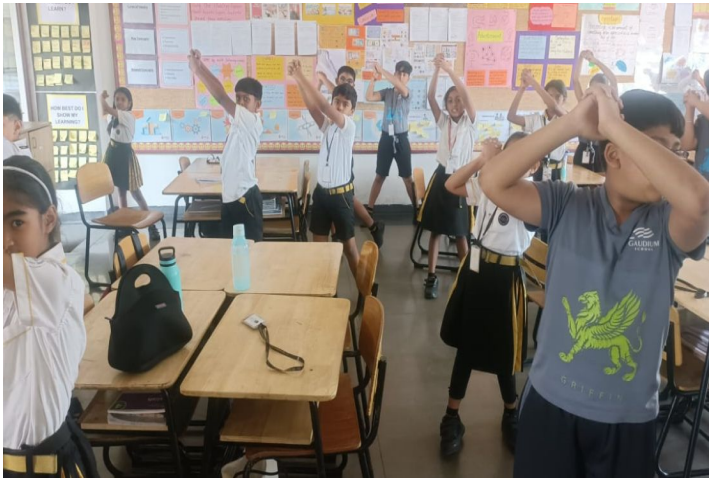
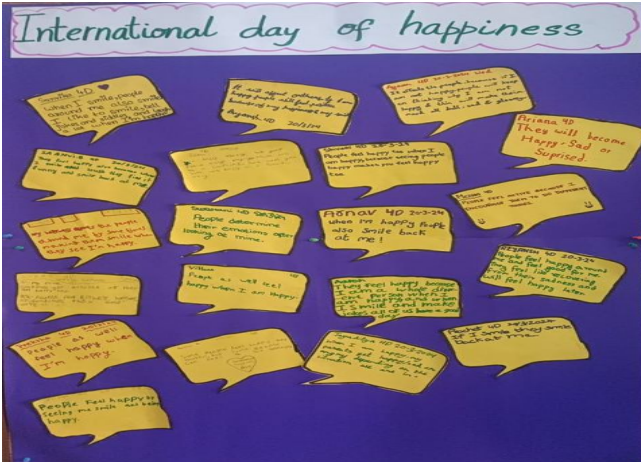
Learning and Teaching



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Happenings Ahead

School Reopening dates	
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/>

