



P R I S M

Grade 3
October and November 2023

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

Mindfulness exercises often involve paying close attention to the present moment, which includes being aware of our senses. Mindfulness promotes relaxation and reduces stress. By engaging in practices such as volcano breathing, squish and relax, and mandala art, students likely experience a sense of calmness in their bodies, contributing to overall mental well-being. The use of positive quotations and expressions of gratitude indicates that students were not only physically engaged but also mentally present during the mindfulness exercises. This kind of attentive thinking can contribute to a positive mindset and emotional well-being. The inclusion of balancing self-standing tall, growth mindset-positive statements, back to bye, bee breathing, rainbow breathing, and calming exercises further enhances the variety and effectiveness of the mindfulness activities. Students embrace the power of self-balance. With every exhale, of the whispered affirmations, they cultivate a garden of growth mindset and gratitude, and nurture their emotional landscape.



School Philosophy – 5 Developmental Pillars

Core Values

This month, our focus was on the core value of Integrity. Students read the books and learned about integrity, understand that integrity means always telling the truth and doing what is right, even when it's hard. They know that being honest and reliable is important in building trust with others. These young learners grasp that integrity means being fair and treating everyone with kindness and respect. Through stories and discussions about integrity, they learn to make good choices and to take responsibility for their actions.



Stakeholder Engagement

The school celebrated World Happiness Day and Water Day with enthusiasm. Students actively participated in various activities, including creating posters and reflecting on the importance of happiness and water conservation through task sheets.

In addition, students showcased their learning through Student-Led Conferences (SLC), demonstrating their growth and achievements. The conference provided a platform for students to exhibit their progress.

School Philosophy – 5 Developmental Pillars

Theatrical event

The school planned a theatre day, during which students presented drama centered around the core values. Their captivating performances highlighted the significance of value such as Integrity, leaving a lasting impact on the audience.

We celebrated Graduation Day for students of Grade 5 and Pre-Primary 2 (PP2). It was a momentous occasion filled with pride and joy as students transitioned to the next phase of their educational journey, equipped with valuable knowledge and skills.



PYP Exhibition

Students of Grade 5 successfully conducted PYP Exhibition. They showcased their journey of learning, reflecting on their inquiries and discoveries throughout the exhibition. It was a testament of their hard work, creativity, and dedication to learning.

3 Way Conferences

On 20th April we successfully conducted our virtual three-way conferences for term 2, for students of Nursery to Grade 5.

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School Philosophy – 5 Developmental Pillars

Holistic Excellence

As part of our commitment to holistic excellence, students actively engaged in novel reading sessions within their homerooms, fostering a love for literature and critical thinking skills. Following their reading adventures, students shared their reflections, discussing themes, characters, and personal connections, enriching their understanding of the stories they explored.

In our life skills sessions, we prioritized essential knowledge and practical skills. During one session, students delved into the importance of table manners, recognizing the significance of etiquette in social settings. Through an engaging video presentation, they learned about dining etiquette, including use of proper serving plates, dining posture, and respectful behaviour at the table.



Global leadership

As part of our commitment to global leadership, students took an active role in conducting weekly assemblies, serving as stewards of their school community. During these assemblies, students played a pivotal role in decision-making processes, reviewing essential agreements, and collaboratively constructing assessment tasks, fostering a sense of ownership and responsibility.

Empowered by agency, students embarked on a journey of self-directed learning by setting personalized learning goals and reflecting on their progress. Through open dialogue and self-assessment, students identified areas of strength and areas for growth, demonstrating a deep understanding of their individual learning needs and aspirations. They engaged in constructive discussions to determine next steps, demonstrating their capacity for self-regulation and self-motivation.

Furthermore, students enthusiastically shared their understanding of leadership capabilities, embracing qualities such as integrity, empathy, and resilience

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.

Students Performance



Students Performance



Learning and Teaching – This Month

Transdisciplinary Theme

Where we are in place and time

Central Idea: Migration is a response to challenges, risks and opportunities..

Lines Of Inquiry:

- Reasons for migration.
- Migration throughout history.
- Effects of migration on communities, cultures and individuals .

Key concepts:

causation, change, connection

Related concepts:

population, diversity, response

Unit of Inquiry

During the provocation, students looked at a variety of images depicting the migration of humans, birds, and aquatic animals. Through observation and discussion, they independently arrived at the term "migration" to describe the movement of living beings from one place to another. This process sparked their curiosity and set the stage for a deeper exploration of the concept. In subsequent sessions, they framed definitions of immigration and emigration. Students engaged in dictionary research to understand the precise meanings of these terms and then collaboratively crafted classroom definitions that resonated with their own experiences and understanding. Expanding our inquiry, we explored the diverse forms of migration, including internal migration within a country, international migration between countries, and the seasonal migration patterns observed in animals. To enrich our understanding, students shared personal anecdotes and anecdotes from their families about migration experiences. As part of their learning journey, students embarked on research projects to investigate the historical dimensions of migration. They learned about the significance of "BCE" (Before Common Era) in dating historical events and deepened their understanding of history as the study of past events, societies, and cultures.

To gain insights into contemporary migration issues, students were made to watch a video documenting African migration pattern and their socio-economic implications. This multimedia experience prompted thoughtful reflections from students on the complexities and human stories behind migration.

Moreover, students were engaged in discussions about the challenges encountered by migrants during their journeys, such as language barriers, cultural adaptation

Finally, students examined how migration can influence culture, identity, and diversity within communities.

Learning and Teaching – This Month

Transdisciplinary Math

Students made transdisciplinary connections with time and time line . They read biographies of various personalities and applied their understanding by creating timelines to represent key events in each individual's life. This activity not only strengthened their comprehension of chronological sequences but also fostered an appreciation for historical context.

Students also gained a comprehensive understanding of time and elapsed time through interactive learning engagements. Hands-on activities, such as using clocks and timers, allowed them to explore the passage of time in a tangible way. They practiced measuring elapsed time between events by using analog and digital clocks, reinforcing their understanding of time intervals.

Exploration was expanded to include measurement and mapping skills, this leading students to delve into the elements of maps and directions. They learned to interpret maps, identify key features such as landmarks and scales, and understand cardinal directions. By solving problems related to distance and direction, students applied mathematical principles in real-world contexts, such as planning routes or navigating through unfamiliar environments.

Transdisciplinary Language

Students demonstrated their ability to connect transdisciplinary concepts by exploring the intersections of tenses, prepositions, causes and effects, facts, and opinions within the context of migration—both modern and historical. They effectively communicated the present and past tenses of migration, along with identifying causes and effects of this phenomenon.

In addition, students delved into the art of writing the biography and autobiography, gaining a deep understanding of these genres. Through this exploration, they grasped the distinctions between biography and autobiography and crafted compelling narratives.

Furthermore, students extended their learning by integrating interview techniques into their studies. They examined the purpose and types of interviews, engaging in in-depth discussions to refine their understanding. This comprehensive approach enabled them to construct grammatically correct sentences while prolonging their dialogue, fostering effective communication skills.

Dance: In March, students learned the "Top rock" dance movements in the B-boying dance style. In April, students learned the next set of dance movements, "Cross steps," in the B-boying dance style.



Learning and Teaching – This Month

Music: Students revisited the staff notation of musicology and tried to implement it on rests and melody by listening to different songs. They practiced the song "Together" using karaoke and performed it for Theatrical Evening. They also practiced a country song named "Count On Me" with the help of karaoke. As a part of the staff notation, the concept of "time signature" was introduced with the help of body percussion to understand the importance of beats and rests. Furthermore, students advanced to implement musical bar exercises with multiple song snippets for a better understanding.

Drama: In March, students worked on characterization and stage presence, demonstrating the attributes of being reflective thinkers. In April, they focused on the Importance of stage presence and Reflection.



Visual Art: Student revisited all the art elements- line, texture, shape, colour, form space and value. They revisited the principles of design, and by using these principles, they created their artwork.

PE: During the PE session, students watched a video about basketball court lines and their names, and then reflected on their understanding. They explored the basketball court, sharing their findings with each other. Following this, they watched a video explaining basketball rules, engaging in group discussions and reflecting on the content. Afterwards, they viewed a video demonstrating basketball dribbling skills, practicing and demonstrating their dribbling abilities. Similarly, they watched another video on basketball passing skills, practicing and demonstrating their passing techniques. Throughout these activities, students actively participated, honing their basketball knowledge and skills. Students watched a video on basketball shooting skills, followed by sharing their understanding of the video. They then proceeded to practice and demonstrate basketball shooting skills themselves. Afterwards, students reflected on basketball skills demonstrated. Subsequently, they watched a video on basketball offensive and defensive skills and shared their understanding of the content. Finally, students practiced and demonstrated basketball offensive and defensive skills, consolidating their learning from the sessions.



Learning and Teaching – This Month

Telugu: Students heard a story about protecting trees and nature and listed facts and their opinions. They identified problems from the story and learned about cause and effect. Students looked at three pictures and chose one to describe. They also shared what would happen next and how the story would conclude, using the strategy "I see - I think - At the end." Students gave reasons for their steps. In the following month, students were asked to choose describing words/sentences from the story and were tasked with replacing them with their synonyms. They were encouraged to write a paragraph or frame sentences by using relevant synonyms. In April, students chose describing words/sentences from the story, and replaced them with their synonyms, and then wrote a paragraph or framed sentences. They reflected on the story and suggested an alternative ending, and supported it with reasoning. Assessment was conducted to assess their knowledge and conceptual understanding.

Hindi: Students delved into various aspects of vocabulary and phonetics. They revisited opposites and synonyms, reinforcing their understanding of word meanings. Next, they explored Samyuktakshar and Dvtv Akshar words, honing their knowledge of compound and double letters. Following that, they focused on R matra words, and refined their pronunciation skills with words containing the "R" vowel sound. Students were engaged in activities involving rhyming words, enhancing their grasp of phonological patterns. Finally, they watched the story of Tenali Rama, and shared their interpretations and insights with their peers, fostering collaborative learning and communication skills.

French: Students learned the names of parts of body parts and then described the hair and eyes using various adjectives like colour and size. They learned the names of four types of colours in French. Students recalled the self-introduction and the ER and IR regular and some of the irregular verb conjugations. Students practiced the language skills in their daily French communication and collaboration skills as they worked together in French class.

Spanish: Students learned about body parts and how to describe hair and eyes using various adjectives such as colour and size. They recalled the irregular verbs "Estar, Ser, Tener" in simple sentences. Students practiced their language skills in daily Spanish communication and collaboration, working together in Spanish.

Students recalled self-introductions and the conjugations of regular and irregular verbs ending in ER and IR. They practiced their language skills in daily Spanish communication and collaboration, working together in Spanish.



Learning and Teaching - This Month



Learning and Teaching - This Month



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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/>

