



P R I S M

Grade - Nursery
December & January



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Message from the Head of School

Dear Parents,

December and January were stunning culminations of our Year 10 celebrations- The annual Programme and The Road Safety Run for the Gaudium Community.

We commemorated the mystic '10' by encouraging our Pre-schoolers to delve into the secret powers of nature and its implicit principles to maintain harmony in its diversity. Our little students extolled the capacity of nature to sustain and heal and gave us the message of following nature's principles for a healthy and happy life. This was entitled "Dasa Neeti".

The students of Grades 1-2 laid bare the impressive lives of ten role models and changemakers whose contributions to the world were vastly transformational- we are talking about Mother Teresa, Mahatma Gandhi, Charlie Chaplin and other such greats. What impressive performances, songs and dances were put up by our students! This was "Dasa Prernayey".

Grades 3-5 took us on a global journey in 'Dasa Dishayen' and dived into the socio-economic and environmental practices and beliefs of indigenous tribes, who are still striding two realities-between the need for development and industrial growth and its impact on their traditions and culture. We looked through their eyes at climate change, loss of biodiversity, the hazards of deforestation and rapid urbanization on ancient tribes with rich legacies at stake. How perfect the message on creating learners without borders.

Middle and Senior school brought out the inherent and universal morals in our scriptures and texts that directed man in early society (also completely relevant today) to live non-corrupt, non-aggressive lives, compatible with fellow humans and nature. This was the unfolding of "Dasavatara" through the common dilemmas of our youth today. We hope our adolescents and teenage students find their interpretation through the metaphors extolled with song and dance, to live more meaningful lives, with a clear sense of self identity and the empowerment of 'choice'.



The Run for Road Safety brought together the Gaudium Community, with students, parents and staff running 10K, 5K and 2K supporting responsible behaviour and action on the roads. As a school strongly supporting family values, we brought our community together to support safety on our roads. Thank you for being a part of the run.

As we count our days to the Cambridge and CBSE Board examinations, we pray for serenity and equanimity in our students and appeal for the composure and loving support of our parents towards children facing their public examinations. Patience and perseverance are key. May the Almighty shower blessings on each of you and your family in this splendid New Year.

Sudeshna Chatterjee
Head of School



Message from the Center Head

Dear Parents,

Wishing all a very Happy new year!

As the students progressed in their academic year of 2024-2025, we celebrated two remarkable events: our Annual Day in December and the 10 Days of Road Safety Awareness program. These initiatives united our community, showcased the incredible talents of our students, and emphasized the importance of safety and responsibility. Engaging activities such as storytelling and poster-making captivated young minds, fostering creativity and holistic growth.

The road safety story presented during the workshop highlighted the real-world impact of storytelling. Through the journey of young character learning about traffic rules, children grasped the importance of using crosswalks, following traffic signals, and holding an adult's hand when crossing the street. These critical lessons resonated deeply with the children, demonstrating how storytelling can leave a lasting impression while teaching practical skills.

Storytelling goes beyond entertainment; it plays a vital role in fostering joyful learning and holistic growth in children. Through stories, children enhance their social skills by learning to interact with others and appreciate different perspectives. Storytelling ignites imagination and critical thinking, nurturing problem-solving and creativity. It supports physical development as children use gestures and movements to act out stories, while also enriching cognitive abilities by introducing new vocabulary and concepts. Furthermore, it strengthens communication skills, builds confidence, and offers a safe, engaging space for children to explore and express their emotions.

To underline the importance of storytelling, a dedicated workshop was conducted for teachers. This workshop aimed to enhance teaching strategies and highlight how storytelling can be effectively integrated into classroom activities. The workshop emphasized the use of storytelling to connect classroom learning with real-life situations, making education more meaningful and relatable for students.



Message from the Center Head

In the coming months, students will continue to explore new concepts, Inquiries through meaningful engagements, fostering curiosity, creativity, and deeper understanding. We look forward to the growth and discoveries ahead

Glimpse of storytelling workshops conducted for the teachers.



School Philosophy-5 Developmental Pillars

Stakeholder Engagement

School celebrated the Annual day marking the importance of school spirit and unity. Students with great joy and enthusiasm participated in the Annual day. Versatile cultural performances featuring range of acts from cultural to modern performances were witnessed during the event. All the stakeholders came together making this event a resounding success. Students mesmerized the audience with their outstanding performance in the Annual day.



Holistic Excellence

As part of Holistic excellence students celebrated the festivals Christmas and Sankranti through special assemblies. On these special days of celebration students wore traditional attire expressing their cultural pride. They learned about the importance of Sankranti and how this festival is celebrated in different states such as Bihu & Lohri. Students made festival themed takeaways as part of the celebrations. They were engaged in meaningful discussions understanding the importance of the day.



School Philosophy-5 Developmental Pillars

Mindfulness & Well-Being

Learners engaged in mindfulness sessions, practicing various breathing techniques such as square breathing, unicorn breathing, and in-breath/out-breath exercises to enhance focus and self-regulation. They also demonstrated acts of kindness by assisting peers and practiced mindful observation using their sensory organs, fostering empathy and heightened awareness. During the well-being sessions, students explored the concepts of bullying, relationship mapping, active listening, and conflict resolution through stories, enactments, drawings, and videos. These interactive activities enhanced their social-emotional understanding, empathy, and communication skills while fostering a positive approach to managing relationships and resolving conflicts.



School Philosophy-5 Developmental Pillars

Core Value

Core value for the months of December and January were Gratitude & Perseverance. Student explored the meaning of the word Gratitude & Perseverance through read aloud stories and a variety of engaging activities. They reflected on the various ways they can display these core values in real-life. Students mindfully choose actions to show gratitude and perseverance in their daily life. These activities fostered their self-management, resilience, and determination.



Global Leadership

Embracing the spirit of global leadership, learners actively participated in the Annual Day Celebrations, marking the school's 10th anniversary. They showcased their understanding of the *Dasa Neeti*—the ten guiding principles—through creative and enthusiastic performances, reflecting their appreciation for cultural values and their ability to collaborate and communicate effectively.



Learning and Teaching- Month Review

Unit of Inquiry:

Transdisciplinary Theme:

How we organize ourselves

Central Idea:

People play different roles for the safety and wellbeing of communities they belong

Lines of Inquiry:

- Various communities we belong to
- Roles of people who are part of our communities
- Our responsibilities towards community's safety and well-being

Key Concepts: Form, Function, Responsibility

Learner Profile:

Risk-takers, Balanced, Thinkers

Unit of Inquiry

As part of the new unit of inquiry, How We Organize Ourselves, students engaged in meaningful provocations to explore the roles of community helpers. Using a mystery box filled with tools and flashcards, they identified professions by matching objects to their respective helpers. The inquiry deepened as students role-played being doctors by treating teddy bear cutouts, practiced fire drills to understand the responsibilities of firefighters, and learned about other professionals such as pilots, flight attendants, lawyers, and judges. They also recognized the contributions of security guards, ayammas, and drivers in ensuring their daily safety. The learning was further enriched through a field trip to Daisy Dale Farm, where they explored the roles of ticket collectors, game/train operators, and others, fostering an appreciation for the interconnectedness of community roles.



Learning and Teaching- Month Review

Language:

Students reinforced their understanding of letters from groups 1 and 2 of Jolly Phonics and were introduced to the letters 'g,' 'l,' and 'o' from group 3. They expanded their vocabulary with words like g for grapes, gurgle, and girl; l for lollipop, lemon, and lion; and o for octopus, orange, and on/off. They practiced letter formation and stroke techniques through engaging activities such as sand tracing, clay molding, and using chalk and crayons. To further enhance their learning, students participated in group activities, including creating grapes using purple-colored pista shells or circle cutouts for the letter 'g' and designing lights or leaves for the letter 'l.' Additionally, they expressed creativity by drawing various emotions for the "Leaf Man" and completed task sheets by following instructions, reinforcing their fine motor skills, collaboration and attention to detail.

Math:

Students reinforced their understanding of numbers 0-10 and were introduced to the numbers 11 and 12 through engaging activities such as flashcards, number formation, quantification, and games. They were also introduced to the concept of data handling using tally marks, enabling them to organize data efficiently and build confidence in counting and grouping items. These activities fostered their mathematical thinking and problem-solving skills.



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Learning and Teaching- Month Review

Music:

Students revisited the concept of soft and loud sounds and were introduced to the emotion of happiness. They practiced rhymes such as Found a Peanut, Boogie-Woogie, and If You're Happy and You Know It along with their teacher, accompanied by the Electronic Keyboard. Students were encouraged to choose a song or rhyme they had learned, share their reasons for their choice, and reflect on their emotional connection. Through these activities, they demonstrated Approaches to Learning (ATL) skills, including communication, self-management, and decision-making.

Drama :

Students explored the concept of imagination by envisioning different scenarios and expressing their ideas through body language and physical movements. They practiced performing their daily routines, learning to place themselves in various scenarios and respond accordingly. This activity enhanced their creative thinking, self-expression, and ability to empathize, aligning with the IB framework's focus on developing communication and social skills.

Art:

Students were introduced to the concept of lines by connecting dots, enabling them to explore the difference between a dot and a line.



Learning and Teaching- Month Review

This hands-on activity supported their understanding of basic shapes while enhancing motor skills such as hand-eye coordination and fine motor control. The activity fostered curiosity and precision, aligning with the IB framework's emphasis on inquiry and skill development.

P. E:

Students explored manipulative skills through engaging activities. They practiced catching techniques, including catching with two hands, one hand, and partner catching. Additionally, they learned kicking using the lace part of their shoes, focusing on stand-and-kick drills and aiming kicks at a goalpost, enhancing their coordination, precision, and teamwork skills.

Dance:

Students explored the elements of dance, focusing on Action, by learning movements such as nodding, shaking, hand swings, knee lifts, clapping, rolling, and various body postures. These activities enhanced their physical coordination, creative expression, and understanding of movement, aligning with the IB framework's emphasis on developing self-management and communication skills through the arts.



Learning & Teaching – Month Review



Students practicing mindfulness exercises.

Learning & Teaching – Month Review



Well-Being – Students exploring important social-emotional concepts such as bullying, relationship mapping, active listening, and conflict resolution through engaging stories and videos.



Learning & Teaching-Month Review



UOI- Students learned about various community helpers and their roles in society. They further engaged in role-playing activities, enacting the duties of these helpers, fostering empathy, communication skills, and an appreciation for their contributions.



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Learning and teaching –Month Review



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Learning and Teaching –Month Review



Language- Students used learning letters through different learning engagements.



Learning and Teaching –Month Review



Language- Students used learning letters through different learning engagements.



Learning and Teaching- Month Review



Math- Students engaged in learning numbers through different learning engagements.



Learning and Teaching- Month Review



Math- Students engaged in learning numbers through different learning engagements.



Learning and Teaching- Month Review



Art- Students engaging in art activities like- tearing and pasting



Learning and Teaching- Month review



Drama - They learned different emotions and daily routines through drama classes.

Dance - Students engaging in dance moves to improve their coordination skills through elements of dance.



Learning and Teaching- Month Review



Music –Students engaged in learning elements of music like soft and loud sounds.



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Learnig and Teaching- Month review



P.E - Students engaged in improving their Gross motor skills.



School Assembly



Students participated in the school assembly to have a holistic development of creativity, communication skills and self-confidence.



Field Trip



Field Trip



Field Trip



Christmas Celebrations



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Christmas Celebrations



Annual Day Preparations and Celebrations



Annual Day Celebrations



Road Safety Awareness Session by Ms. Ritu Vaish



Sankranti Celebrations



Sankranti Celebrations



Action Letter

Taking action is an integral conclusion to the learning that incorporates students making connections to what they have learned, applying a variety of real-life skills, demonstrating an enduring understanding through concepts and reflecting on the attributes of the learner profile. If we want students to make a difference in the world, we need to help them personalize the actions taken. It can happen at any age and we need to celebrate and acknowledge their action.

Action in Agency

Action might come in the form of participation, advocacy, social justice, social entrepreneurship or life choices.

Participation - Being actively involved in the learning community and showing commitment to contributing as individuals and as members of a group.

Advocacy - Taking action individually or collectively to publicly support positive social, environmental or political change.

Social justice - Taking action for positive change relating to human rights, equality and equity. Being concerned with the advantages and disadvantages within society, and with social well-being and justice for all.

Social entrepreneurship - Supporting positive social change through responding to the needs of local, national and global communities; applying prior knowledge and skills to identify and address challenges and opportunities in innovative, resourceful and sustainable ways.

Lifestyle choices - Making positive lifestyle changes in response to learning.



Action taken –Enacting as Community helpers



Students engaged in role-playing as doctors using playsets to better understand the vital role doctors play in the community. This activity encouraged empathy, creativity, and an appreciation for community helpers.



Action taken – Meeting community helpers



Students interacted with various community helpers, gaining insights into their roles and contributions. They shared their experiences with peers, fostering communication skills, empathy, and an appreciation for the interconnectedness of their community.



Learning and Teaching- Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

How we organize ourselves

Central Idea:

People play different roles for the safety and wellbeing of communities they belong.

Lines of Inquiry:

- Various communities we belong to
- Roles of people who are part of our communities
- Our responsibilities towards community's safety and well being

Key Concepts: Form, function, responsibility

Learner Profile:

Risk-takers, Balanced, Thinkers

Unit Of Inquiry:

Under the theme of "How We Organize Ourselves," students will engage in an inquiry into examining the roles and responsibilities of individuals within the communities. They will explore how these roles contribute to the overall well-being and sustainability of the community. Through a variety of learning engagements, students will develop their understanding of the interdependence of community members and the importance of collaboration and active participation in fostering a healthy community environment.



Learning and Teaching- Month Ahead

Language:

Learners will revisit and reinforce their understanding of lowercase letters and their corresponding phonetic sounds through inquiry-based exploration of letters u, b, f, w, x and j. They will engage with a variety of activities, including jingles, stories, and games, to deepen their phonemic awareness. Through collaborative group learning engagements, students will enhance their literacy skills while discovering the connections between letters and related objects in their environment.

Math:

Students will revisit their understanding of numbers 0-12, focusing on quantification and sequencing to strengthen their foundational numeracy skills. Additionally, they will reinforce their knowledge of tally marks to enhance their ability to organize and count data effectively. They will also be introduced to numbers 13-16 through a variety of engaging activities that include identification, quantification and tracing. Through these interactive learning experiences, students will develop a deeper conceptual understanding of numbers and their relationships, fostering confidence in their mathematical abilities.

Art:

Students will continue their inquiry by connecting several dots to form shapes, enhancing their understanding of spatial relationships. They will color the spaces created by connecting the dots and be introduced to basic shapes such as Triangle, Square, and Circle, further developing their geometric knowledge and fine motor skills.



Learning and Teaching- Month Ahead

Through collaborative activities and reflective practices, students will develop a deeper appreciation for the artistic process and the ways in which different materials can be combined to convey meaning.

Dance:

Students will explore various elements of dance, including different patterns of hand and leg movements, the use of props, and expressing emotions through dance. This will help them develop creativity, coordination, and an understanding of how movement can convey meaning and emotion.

Drama:

Students will learn to use their imagination to transform props into different objects, exploring their creativity. They will be given various-sized and shaped objects and encouraged to imagine them as something else. Additionally, students will perform an activity using the imagined object, fostering their creative thinking, problem-solving, and physical expression.

Music:

Students will revisit the concepts of soft and loud sounds and be introduced to the emotion of happiness. They will practice rhymes such as Found a Peanut, Boogie-Woogie, and If You're Happy and You Know It along with their teacher, using the Electronic Keyboard.



Happenings Month Ahead

Events	Date
International Mother Language Day	21 st February 2025
Maha Shivratri Holiday	26 th February 2025
National Science day	28 th February 2025

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/>

