



P R I S M

Grade 1



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

August & September

Message from the Founder and Director

A very Good morning my dear students, teachers, parents, senior leadership and pedagogical leadership team. Firstly I would like to appreciate each and every student who has been nominated and has gone through this rigorous election process. I would now take this privilege to congratulate each and every elected member of the Gaudium Student Council. A Big congratulations to you and your parents. Your dedication, hard work, and commitment throughout the election process is indeed commendable. Each of you has demonstrated a strong sense of responsibility and a genuine desire to serve your fellow students in order to make our school a better place.

As you embark on this journey of leadership, I would like to share with you a powerful concept – the “broken window theory”. Broken Window Theory is a criminological theory that suggests that visible signs of neglect in an environment—such as cracked or broken windows, graffiti, litter etc can encourage more serious crimes to happen. It teaches us a powerful truth that when we ignore small problems, we invite bigger ones. Imagine walking past a building. One of the windows is cracked or broken, but no one fixes it. A few days later, you notice more windows are shattered, maybe even some graffiti on the walls. Slowly, the building begins to look abandoned. That’s when more serious damage begins to happen – vandalism, littering, and even crime. Why? Because when one small problem is ignored, it sends a message that “No one is watching, no one is in charge, no one cares.”. Thus signalling that rules don’t matter and you can get away with it. Originally this theory was used to understand and discourage crime in cities by applying zero



tolerance policy and keeping neighbourhoods clean and orderly.

This theory is just as important for us – in our schools, our communities, and even in our personal lives. We are all used to so much procrastination in our daily lives. We keep delaying tasks even when we know there might be negative consequences.

Jeff Bezos once said, “Stress doesn’t come from hard work. Stress comes from not taking action over something you can have some control over.”

The moment you delay something you’re capable of doing, it lingers in your mind. Your brain keeps it in the background as an “open loop,” which causes mental clutter. When you postpone a task, the pressure doesn’t decrease, it builds. Deadlines approach, and the unfinished task becomes more intimidating. When you finally rush to finish it at the last minute, you compromise quality, sleep, and peace of mind. This creates a stress cycle.



Message from the Founder and Director

What we infer from procrastination and broken window theory is that when small problems are ignored or postponed, they give rise to stress and grow into bigger ones.

Your role is not just to manage events or wear a badge. It's to build a culture, a culture where respect, responsibility, and pride in our school are visible in our everyday actions. It's about doing what's right even when no one is watching. It's about being the first to fix a broken window, so others don't break another.

So today, I ask you: What are the "broken windows" around you?

Is it the classmate who's being bullied while everyone turns away?

Is it when someone vandalizes a wall or scribbles on a desk, and we ignore it?

Or when the school bell rings and some students still loiter in the corridor, ignoring the class?

Each of these may seem small. But when ignored, they send a silent message: "It's okay. No one cares."

Be the leader who changes that message. Be the one who steps in when someone's hurt. Who speaks up when others stay silent. Who leads by example, whether it's walking into class on time, or treating every person and space in school with respect.

I wish you all the very best and hope you all will be leaders who take action and fix things early to create a positive environment and tell everyone around that We care, This place matters, We matter.

Thankyou.
Kirthi Reddy
Founder and Director



Message from the PYP Associate Coordinator

Learning Beyond the Classroom

The true measure of a school extends far beyond academic results. At our school, we believe in nurturing well-rounded individuals by providing a rich tapestry of experiences that complements classroom learning. These activities are not just a distraction from studies; they are fundamental to building character, fostering creativity, and developing essential life skills. A Platform for Talent and Teamwork

Our commitment to holistic education is visible in the array of extracurricular activities offered. The Grade 4 Art Competition is a vibrant showcase of student creativity as an opportunity where young artists can express themselves freely and gain confidence. In sports, our students have demonstrated exceptional teamwork and determination. The recent inter-house sports event for Grades 3 to 5 was a testament to their dedication, promoting physical fitness and healthy competition among students. Such events are key in building camaraderie and a sense of shared purpose.

A Platform for Talent and Teamwork

Our commitment to holistic education is visible in the array of extracurricular activities offered. The Grade 4 Art Competition is a vibrant showcase of student creativity. It's an opportunity where young artists can express themselves freely and gain confidence. In sports, our students have demonstrated exceptional teamwork and determination..



The recent inter-house sports event for Grades 3 to 5 was a testament to their dedication, promoting physical fitness and healthy competition among students. Such events are key in building camaraderie and a sense of shared purpose

Community, Culture, and Leadership in Action

Developing a sense of social responsibility and cultural awareness is a key component of a well-rounded education. The Ganesh Idol making workshop provided a unique opportunity for students to engage with their cultural heritage while embracing artistic expression. This activity fostered a deep appreciation for traditions and showcased the students collaborative spirit.



Message from the PYP Associate Coordinator

At the heart of our student community is the Students ; Council, which serves as a powerful training ground for future leaders. It is this body that students learn to be strategic thinkers, effective communicators, and responsible decision-makers. They represent their peers, organize events, and contribute to the schools positive culture, embodying the very essence of leadership.

Learning Through Experience: Field Trips and Guest Sessions

To bridge the gap between theoretical knowledge and real-world application, our school places great emphasis on experiential learning. Our recent field trips have brought classroom lessons to life, allowing students to engage with concepts through interactive exhibits and hands-on activities. Similarly, the guest sessions with professionals offered our students invaluable insights into potential career paths. Hearing from a renowned architect about sustainable design, or gaining insights from senior school teachers and even parents with subject expertise, provides a unique perspective that no textbook can replicate. These sessions inspire students, sparking curiosity and helping them connect their academic interests to future possibilities. By prioritizing these activities, we are shaping individuals who are not only academically bright but also compassionate, collaborative, and confident—ready to take on the world.

Thank You
Mary Vinodini
Associate PYP Coordinator



Sports Achievements

We are proud to share that our talented Geckos participated in the United Roller-Skating Championship and showcased exceptional skill and determination.

Medal Tally: 3 Gold Medals ,3 Silver Medals and 2 Bronze Medals



Participants Details

USID	NAME	CLASS
017015	HARSHA	7F CBSE
031638	AARADHYA	4GC PYP
101165	ISHITA	9D -CI
101250	VIHAAN	8E-CBSE
111352	VEEKSHA	1A-MYP
031618	SASHA	Gr 4- PYP
101344	DHRUTI-	2D-MYP
071432	AADHYA	1E MYP



Sports Achievements

Our students excelled at the Interschool Chess Tournament hosted by Glendale School, which saw participation from 21 schools. The Gaudium School proudly emerged as the Overall Boys' Champion!



Participants Details

S.no	NAME: Boys Winners	CLASS
1)	Rugved Reddy	4B- MYP
2)	Adithya Vardhan	10 A CI
3)	Devansh	Grade 5GE- PYP
S.no	NAME: Girls Winners	CLASS
1)	Rinayra Verma	Grade 2SD- PYP
2)	Ishika Reddy	Grade 3SD- PYP



Sports Achievements

We celebrated National Sports Day on August 29, 2025, with a special highlight—our Founder and Director, Ms. Kirthi, inaugurated the new high jump mat



Professional development

As part of our ongoing commitment to professional growth, teachers recently engaged in a PD session that centered on refining classroom practices and fostering meaningful learner engagement. The discussions encouraged educators to reflect on DUP as a tool to enhance lesson design and to recognize the role of Circle Time in creating a supportive and connected classroom culture. The session also shed light on the purposeful use of EMS to maintain clear and consistent communication with parents. Teachers further revisited the Attributes of the Learner Profile, exploring ways to weave these values into everyday learning experiences.



Teachers participated in the **CAT 1** workshop, ***Making the PYP Happen***, which provided valuable insights into the PYP philosophy and reinforced how its principles can be applied effectively within our teaching practices. Teachers attended the NEASC workshop by Ms. Darlene Fisher which gave a deep insight about the “Excellence in Teaching and Learning”



School Philosophy – 5 Developmental Pillars

Mindfulness and wellbeing

Students and teachers have been engaging in daily mindfulness practices, exploring techniques such as mindful breathing, mindful movement, five-senses awareness, self-awareness, and mindful thinking. These activities have helped them stay calm, focused, and present. In addition, students participated in meaningful discussions on personal goal setting, encouraging them to reflect on their strengths and work towards positive growth.



Core values

Core values were discussed during the assembly, and students are demonstrating them through various classroom activities. Focusing on respect, empathy, integrity, perseverance, and gratitude, they explored each value through stories and discussions while connecting them to the Learner Profile. This month's core value is Empathy, which encourages students to understand others' feelings, respond with kindness, and create a caring environment where everyone feels valued and supported.

School Philosophy – 5 Developmental Pillars

Global leadership

Developing ATL skills and Learner Profile attributes is important for students as it helps them grow into confident, responsible, and expressive learners. These qualities enable them to communicate effectively, work collaboratively, and respect different perspectives. The Independence Day special assembly provided a wonderful platform to showcase these attributes. Students dressed up as freedom fighters and presented songs and dances that highlighted the importance of Independence Day, reflecting their creativity, teamwork, and confidence on stage.



Holistic Excellence

Students participated in a life skills session titled "*Let's Do It Independently.*" During this engaging experience, they learned essential self-management skills such as buttoning up their shirts, zipping their jackets, packing their bags, and wearing their shoes and socks on their own. This session empowered students to build confidence and independence in their daily routines.

Students visited Vellimela, Patti, and Kondakal villages to observe different types of homes. The field trip helped them gain a better understanding of how people live in various environments and why such learning experiences are important. It also allowed them to connect their classroom engagement with real-life applications.



School Philosophy – 5 Developmental Pillars



Stakeholder engagement

As part of their inquiry into homes, students attended a guest talk by parents from who are architects. They learned about different types of homes, how environmental factors influence their structure and materials, and how homes have changed over time. The session helped students connect their classroom learning to real-life examples, enhancing their understanding of homes and living spaces. It also highlighted how collaboration between parents and the school can further support and enrich students' learning experiences.



Learning and Teaching – This Month

Unit of Inquiry

Transdisciplinary Theme:

Where We Are In Place And Time

Central Idea :

Homes around the world are influenced by various factors

Lines of Inquiry:

- Different types of homes
- Ways homes change over time
- Environmental influences on homes

Specified Concepts:

Form,

Change,

Causation

IB Learner profile:

Knowledgeable

Caring

Reflective

Students recently embarked on an exciting new Unit of Inquiry, *Homes Around the World are influenced by various factors*. The journey began with a provocation nature walk, where they observed different types of homes in their surroundings. They noticed the size, shape, and materials of the houses and shared their observations about what makes each home special.

As the unit progressed, students explored different types of homes across the world and compared them with their own. They also investigated how homes have changed over time, looking at traditional dwellings and modern apartments, and reflecting on how technology and lifestyle needs influence these changes.

A guest talk further enriched their learning, where students listened attentively, asked thoughtful questions, and expressed their understanding through drawings, writing, and group activities.

This unit broadened their perspective about homes around the world and helped them appreciate that while homes may look different, they all serve the same purpose—providing shelter, safety, and a sense of belonging.



Learning and Teaching:Provocation for Homes



Learning and Teaching – This month

Transdisciplinary Language

Students continued to enhance their literacy skills through a variety of engaging activities. Building on their prior knowledge of nouns, they explored singular and plural forms, including those that follow special rules such as adding *-s*, *-es*, and *-ies*. They also learned about irregular plurals, noticing how some words change completely instead of simply adding an ending.

To reinforce their learning, students participated in Viewing and Presenting tasks, where they identified plurals that end with *x*, *ch*, *sh*, *ss*, *z*, and *o*. During Listening and Speaking sessions, they practiced using these plurals in conversations and discussions.

In Reading and Writing, students read short texts and sentences to spot plural nouns. They also engaged in open-ended notebook tasks, such as framing sentences using picture prompts, encouraging them to apply grammar rules meaningfully while building creativity and expression.

As part of their spell check routine, students collaboratively constructed word lists and actively engaged in reading and writing activities that incorporated sight words, alongside Phase 1, 2, and 3 Jolly Phonics sounds. They also read from the Oxford Reading Tree (ORT) series to further develop their reading fluency and comprehension skills.

Transdisciplinary Math

Students continued to build their mathematical thinking through a variety of hands-on and engaging activities. They began with a provocation and prior knowledge assessment on ascending and descending order, which helped them revisit number patterns and strengthen their understanding of sequencing.

The class was then introduced to 2D and 3D shapes, where they explored the properties of shapes by observing, sorting, and comparing them. Making transdisciplinary connections to their Unit of Inquiry on Homes, students identified how different shapes are used in the design and structure of houses. This helped them see the real-life application of geometry in their surroundings.

Students were also introduced to the Tangram, where they discovered its meaning and began exploring how different shapes can be combined to form new figures and patterns. This activity encouraged creativity, problem-solving, and spatial reasoning while making math fun and interactive.



Learning and Teaching - This month

Additional Telugu

Students engaged in an inquiry into the Telugu language by exploring vowels from *e* to *aha* and the *ka vargam* consonants. They developed their understanding by creating drawings associated with these letters, helping them make connections between symbols and their corresponding names. Additionally, students enhanced their listening and comprehension skills through the story *Kaki Upayam* and the poem *Gangi Govu Palu*, demonstrating active engagement, creativity, and conceptual understanding in their learning.

Additional Spanish

During August, Grade 1 students engaged in an inquiry into foundational Spanish concepts, developing their communication skills and fostering a positive attitude towards learning languages. Through their exploration of the days of the week (*los días de la semana*), they practised pronunciation and recognition using songs and interactive activities, demonstrating engagement and responsibility in learning. Students also inquired into basic colors (*los colores*), using visual aids and hands-on activities to make connections between Spanish vocabulary and their corresponding hues. Overall, the students demonstrated conceptual understanding, enthusiasm for language learning, and effective use of their Approaches to Learning (ATLs) in acquiring these fundamental vocabulary sets.

Additional Hindi

This month, the students focused on learning the pronunciation and writing of the letters in the “च” varg [च, छ, ज, झ] through interactive storytelling sessions that made learning enjoyable and memorable. To reinforce their understanding, they participated in various activities such as coloring related pictures and matching letters with corresponding images, which not only strengthened their recognition skills but also showcased their creativity and learning abilities. As part of classroom integration, the students will present a poem titled “Hamara Ghar,” an activity that encouraged them to express themselves confidently while further enhancing their vocabulary and understanding of language in a meaningful context.



Learning and Teaching – This month

Additional French

Students were introduced to French culture and practiced the pronunciation of the French alphabet. They also learned how to say their names in French using the phrase "Je m'appelle...", building confidence in introducing themselves. Students revised the theme "Se présenter" (Introducing oneself). They also explored vocabulary beginning with different letters of the French alphabet, which helped them strengthen their pronunciation and letter-sound recognition through songs and interactive activities.

Music

Students learned the patriotic song "Ae Watan" and practiced using voice modulation to bring depth and meaning to their singing. They explored how to sing with expression and control, making their performance more engaging and powerful. Along with this, students also did vocal warm-ups to strengthen their singing voice and improve clarity. These activities helped them build confidence while understanding the importance of technique in music.

PE

This month, students along with their teacher actively engaged in developing a range of fundamental movement skills such as running, high-knee action, butt kicks, and jumping. Through these activities, they not only practiced the techniques but also explored and understood the physical benefits of each movement, including improved stamina, strength, flexibility, and overall fitness. Special emphasis was given to body awareness and posture—students learned the importance of keeping the head aligned with the eyes looking forward, maintaining a straight spine, keeping the shoulders relaxed, and ensuring proper coordination between the arms and legs for efficient movement. These exercises not only enhanced their physical abilities but also helped in building discipline, focus, and confidence in their movements, laying a strong foundation for healthy and active lifestyles.



Learning and Teaching this month

Visual Art

This month, students have been exploring the elements of art, focusing on colour. Using the colour wheel, they classified colours into various categories and inquired into how colours relate to each other. They grouped colours into warm and cool categories and discussed their importance in art. To apply this understanding, students created expressive artworks using warm and cool colours, and later worked on an assessment task where they applied cool colours to their chosen theme. In addition, students explored and applied different clay techniques, including free-hand modelling and mould usage, to create a Ganesh sculpture. Through experimenting with shapes, textures, and forms, they expressed both cultural significance and personal creativity. This hands-on activity not only helped develop their fine motor skills but also deepened their appreciation for artistic traditions.

Dance:

In August Students learned a new freestyle dance choreography to the patriotic song “Vande Mataram.” With dedication and energy, they practiced their movements, focusing on rhythm, coordination, and expression. They proudly showcased their performance during the school assembly, spreading a sense of joy and patriotism through dance.

Drama:

In August, students began their new unit under the theme “Where We Are in Place and Time.” They explored the concept of homes—why we need them, what makes them important, and the different types of homes people live in. To deepen their understanding, students went on a walk around the nearby village, where they observed real examples of homes in their surroundings. This experience helped them connect classroom learning with the real world in a meaningful way.

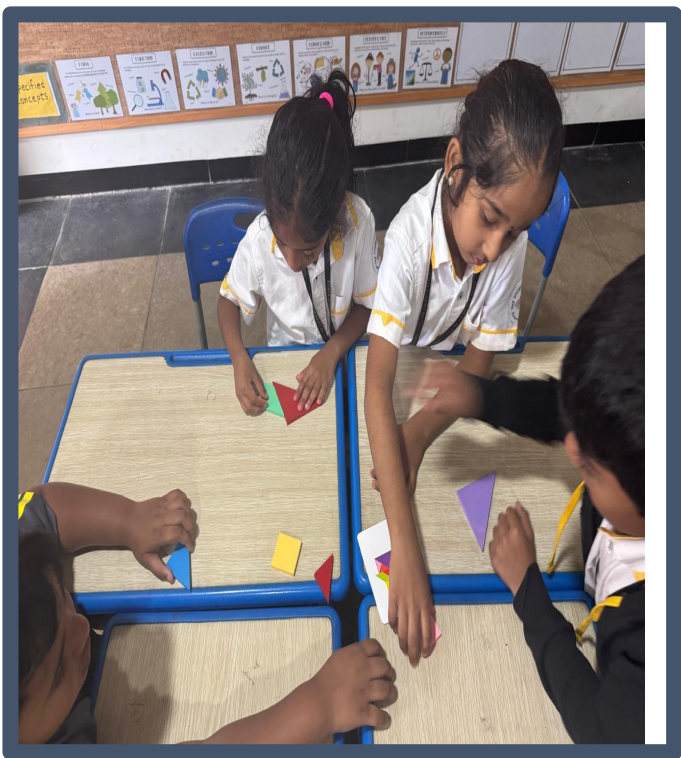
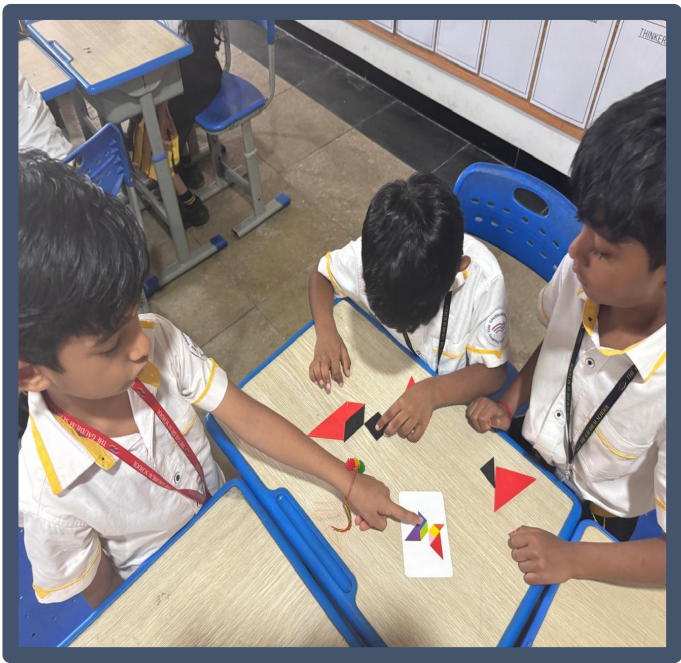
To bring these ideas alive, children will now use the story of *The Three Little Pigs*. Through fun drama activities, they will act as the pigs and the wolf, build homes with different materials, and show how choices affect safety and strength. Each week, they will practise scene by scene, using their voice, body, and imagination to perform the story together.



Learning and Teaching:Pronouns



Learning and teaching: Making Tangram



Learning and Teaching: In Art



Learning and Teaching: In Drama



Learning and Teaching – Month Ahead

Unit of Inquiry

Transdisciplinary Theme

Where we are in Place and Time

Central Idea

Homes around the world are influenced by various factors

Lines of Inquiry

- Different types of homes
- Ways homes change over time
- Environmental influences on homes

Key Concepts

Form

Change

Causation

IB Learner Profile Attributes

Knowledgeable

Caring

Reflective

Under the transdisciplinary theme *"Where We Are in Place and Time,"* students will inquire into the concept of homes across different time periods and geographic conditions. They will explore how homes reflect people's needs, lifestyles, and environments. Through observations, stories, and discussions, students will investigate diverse homes—from igloos in the Arctic, stilt houses in flood-prone areas, mud huts in dry regions, to modern urban apartments. They will learn how climate, terrain, and available resources influence building materials and structures, and how homes have changed over time in terms of structure, materials, lifestyle, family size, care, and comfort. By comparing homes from different regions and eras, students will develop an understanding of how living spaces evolve to support well-being, reflect on their own homes, and appreciate how people adapt to changing needs. This unit aims to nurture knowledgeable, open-minded, and caring learners.



Learning and Teaching - Month Ahead

Transdisciplinary Math

Students will continue to explore foundational mathematical concepts through 2D and 3D shapes as well as directions. They will identify and compare geometric features such as rectangles, squares, cylinders, and cones found in different types of houses around the world, noticing how shapes are used in roofs, walls, doors, and windows. As part of a transdisciplinary connection with their Unit of Inquiry on "Homes," students will also work with ordinal and cardinal directions to locate various environments and types of houses on a map. These activities will help them develop spatial awareness, strengthen their understanding of geometric concepts, and make meaningful connections between mathematics and their everyday surroundings, including the ways homes are designed and positioned in different parts of the world.

Transdisciplinary Language

Students will make transdisciplinary connections with describing words as adjectives, picture composition, and descriptive writing while unpacking the unit of inquiry. They will describe different types of houses using descriptive words. Descriptive writing helps students express their ideas vividly by observing details and describing them with clarity. In picture composition. This activity encourages them to use adjectives, sensory words, and complete sentences to bring the picture to life through words. It also helps in building creativity, vocabulary, and critical thinking. By writing about a picture, students learn to go beyond what is visible and express ideas. They will continue with the weekly spell check and will practice reading and writing. Students will also enjoy reading from the Oxford Reading Tree (ORT) books to build fluency and comprehension.



Learning and Teaching - Month Ahead

Additional Telugu

In September students will continue engaging with these letters, with a stronger focus on reading and writing skills. A range of activities will be designed to support and extend their vocabulary, helping them build a solid foundation in Telugu language skills. These experiences will include interactive exercises, storytelling sessions, and writing practice, promoting active engagement, conceptual understanding, and confidence in using the language effectively.

Additional Spanish

In September, Grade 1 students will engage in an inquiry to expand their Spanish vocabulary by exploring the months of the year, supporting their understanding of calendar concepts in Spanish. They will also learn numbers from 1 to 20, providing a foundation for future mathematical understanding in the target language. These concepts will be reinforced through songs, games, and interactive activities, promoting active engagement, collaboration, and conceptual understanding to ensure strong comprehension and retention.

Additional Hindi

In the month of September, students will focus on the letters from the "ट" varg [ट, ठ, ड, ढ, ण] through engaging stories that help them learn correct pronunciation and writing. To reinforce their learning, they will participate in a variety of interactive activities, including coloring pictures related to the letters, matching letters with corresponding images, writing and reading simple two-letter words, and combining letters to form new words, such as च + ख = चख and ज + ग = जग. These fun and creative exercises are designed to strengthen the students' foundational language skills while making the learning process enjoyable and meaningful.

Additional French

In September, students will explore the different types of houses in French as part of their Unit of Inquiry. They will learn to identify and name various houses, expanding their vocabulary and making meaningful connections between language and their ongoing unit..



Learning and Teaching – Month Ahead

Visual Arts

In the upcoming month, students will further inquire into the next element of art – shape. They will identify different types of shapes and explore the similarities and differences between line and shape. Students will investigate various ways of creating shapes in their artworks, applying them to express ideas creatively while strengthening their understanding of visual expression.

PE

This month, students will inquire into the skill of jumping and throwing. They will explore and understand the benefits of the forward jump, as well as learn about the techniques and advantages of both the overhand throw and the underarm throw.

Music

In September month, students will be learning the Continents Song with enthusiasm. They will practice regular vocal warm-ups to improve their pitch, tone, and clarity, which will help strengthen their singing technique. By performing together, students will develop confidence, teamwork, and a love for music while enjoying the experience of singing as a group.

Drama

As the unit progresses, students will continue to develop their skills in teamwork, expression, and confidence while preparing for their final group performance of *The Three Little Pigs*. Through rehearsals, they will practise using their voice, body, and imagination to bring the characters and story to life on stage. This process will help them grow as performers while enjoying the joy of storytelling together.

Dance

Students will learn the next set of freestyle dance movements as part of the choreography for the lively song “Better When I’m Dancing.” They will explore rhythm, coordination, and expressive movement while enjoying the energy of upbeat music. Through guided practice and collaborative work, students will build confidence, enhance creativity, and strengthen teamwork as they prepare for their upcoming performance.



Happenings Month Ahead

Events	Dates
Teacher's Day Eid Milad-un-Nabi	05th September 2025
SLC	13th September 2025
Hindi Diwas and DOT day celebration	15th September 2025
Autumn Break	September 20 to October 5,2025
School Reopening	October 6, 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/>

