



P R I S M

Grade -1
August 2025



Message from the Director



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.



Message from the Director

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.

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. But you as leaders have the power to flip the script. Great leaders are not those who wait for the spotlight. They're the ones who notice a broken window and quietly, consistently, fix it. Not for applause. Not for attention. But because they care. 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.



Message from the Center Head

"A journey of a thousand miles begins with a single step." This reminds us that every small effort, every little experience, and every moment of curiosity matters in a child's growth. These small steps—whether in play, exploration, or creative expression—lay the foundation for lifelong learning. We focus on personalized nurturing, carefully supporting each child's unique pace, interests, and emotional development, which is a key component of holistic growth.

This month has been filled with celebrations and meaningful experiences that encouraged both learning and emotional growth. The *Grade 1 Role Model Parade* allowed our learners to step into the shoes of inspiring personalities, fostering values such as courage, empathy, and perseverance. During our *Independence Day celebration*, children expressed their love for the country through songs, dances, and reflections, experiencing pride and a sense of belonging. The *Student-Led Conferences of Nursery, Grade 1 and Grade 2* highlighted their confidence and ability to communicate their learning, while *guest talks by parents* connected classroom concepts to real-life experiences, nurturing curiosity and reflection.



A key focus in our approach is the *action component*—helping children take learning beyond the classroom and apply it in real life. Our Grade 1 learners demonstrated this beautifully by creating *Role Model Bookmarks*, reflecting the values they admire in their role models. Even our Nursery students are taking small but meaningful steps, watering their own plants and learning responsibility through caring for living things.



Message from the Center Head

These experiences showcase the journey of emotional development, where children experience pride, empathy, joy, and responsibility—an essential component of early learning. These activities are more than tasks—they are evidence of meaningful action, showing how children take what they learn and apply it in real life.

At home, children demonstrate their learning in many meaningful ways. An inquirer child might observe plants closely, experiment with water and soil, or ask questions about everyday objects. Other examples include a child who is caring helping a sibling, a learner showing responsibility organizing their space, a child demonstrating empathy comforting a friend, or one being principled admitting a mistake. These small actions demonstrate how the attributes of the learner profiles—such as being knowledgeable, reflective, and communicators—are being lived, while also reinforcing core values.

We sincerely thank all parents who have shared pictures, videos, phrases, and children's reflections showcasing their understanding of emotions, road safety, and other important life skills, highlighting how they are applying these skills at home. These shared moments truly show how children take their knowledge beyond the classroom and put it into practice.

We warmly encourage all parents to continue sharing such moments, and we look forward to creating more meaningful opportunities and experiences together.

Thank you ,



School Philosophy- 5 Developmental Pillars

Holistic Excellence:—Students began their journey with the Oxford Reading Tree program, aligned with their individual reading readiness. They actively participated in discussions to strengthen their reading skills and showed enthusiasm during library sessions while listening to stories .Learners also reflected on the importance of time management and shared how being organized can benefit their daily routine. As part of the Life Skills curriculum, students enjoyed a hands-on activity of preparing lemonade. This experience not only encouraged teamwork and responsibility but also gave them a practical way to apply life skills in an enjoyable and engaging manner.



School Philosophy- 5 Developmental Pillars

Core Value:- Core value of the month was Empathy. Through stories, role play, and daily interactions, children practiced kindness and sharing. They were encouraged to use gentle words and actions to show they cared. We taught them to listen carefully and think about how others felt. This helped build strong friendships and a caring community. When students showed empathy, they learned to be thoughtful and respectful. Developing empathy helped children grow into caring and responsible people. We celebrated every small act of kindness and understanding. Teaching empathy early created a happy and supportive learning environment for all.



School Philosophy- 5 Developmental Pillars

Mindfulness & Well-Being:—Learners engaged in mindfulness practices that nurtured happiness and emotional balance. They explored calming activities such as Positive thinking, sense countdown, count your breath, balloon breathing. Deep relaxation, Guess the sound and slow movement exercises. These practices encouraged them to pause, breathe, and connect with the students participated in activities that helped them observe what they see, hear, feel, taste, and smell more carefully. They also took part in mindful thinking exercises, where they expressed gratitude by “I am thankful for...” reflections, along with joyful Bubbles of Gratitude. This month in wellbeing sessions, students explored emotion regulation by learning to identify and name basic feelings like happy, sad, angry, scared, and excited. They recognized body signals linked to emotions, practiced expressing their feelings in positive ways, and tried simple regulation strategies such as deep breathing, counting to ten, and using a calm-down corner. Through engaging activities like Feeling charades and picture discussions, children enjoyed role-plays while learning how to manage emotions in real-life situations.



School Philosophy- 5 Developmental Pillars

Global Leadership-

Students continued to strengthen their leadership skills by actively taking part in both regular and special assemblies. These platforms helped them improve their social and communication skills and also encouraged collaboration. As part of their learning, they co-constructed tasks and consistently reviewed essential agreements each month. Through various engagements, students demonstrated their understanding of the Learner Profile attributes, reflecting their growth as confident and responsible leaders.



School Philosophy- 5 Developmental Pillars

Stakeholder Engagement-

The Independence Day celebrations was a proud moment, where students participated enthusiastically in cultural programs, speeches, and patriotic songs, fostering a sense of unity and national pride. The Student-Led Conference (SLC) was another key highlight, where learners confidently reflected on their learning journey. They presented their work with parents and peers, taking ownership of their progress. These experiences strengthened the bond between students, teachers, and parents, making the celebrations and conferences truly meaningful.



Learning and Teaching – Month Review

Unit of Inquiry

Transdisciplinary Theme:

Where we are in place

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

Unit of Inquiry:- Grade 1 students began their inquiry into homes under the transdisciplinary theme “Where we are in place and time.” They started by exploring the meaning of a home and how it may differ from a house. Through discussions and activities, students identified the similarities and differences between the two. They unpacked the central idea by thinking critically about what makes a home meaningful. As the inquiry progressed, students explored different types of homes found around the world. They learned how homes are built based on location, culture, and environment. The students also inquired into how homes have changed over time, comparing homes from the past to those in the present. These engagements helped them develop a deeper understanding of how human needs and lifestyles influence the way homes are built. Students demonstrated curiosity, thinking, and communication throughout the unit.



Learning and Teaching – Month Review

Transdisciplinary Language :

In this unit, students made trans disciplinary connections to the concept of singular and plural. They began by inquiring into what singular and plural nouns are. To deepen their understanding, students engaged in various learning engagements where they explored how to form plurals by adding 's', 'es', and 'ies'. They also practiced framing sentences using both singular and plural forms. To further consolidate their learning, students participated in passage reading activities that included both types of nouns.

As part of their language progression, students also explored key Jolly Phonics rules such as the 'Magic e', 'ck' rule, and 'Floss' rule. They began applying these phonics rules to their reading of ORT (Oxford Reading Tree) books, supporting the development of their reading and decoding skills.

Transdisciplinary Math :

In this unit, students reinforced their understanding of number systems through hands-on learning engagements. They then made trans disciplinary connections to 2D and 3D shapes while inquiring into the concept of homes. Students explored a variety of 2D shapes such as circles, triangles, squares, rectangles, stars, and crescents, and inquired into their properties. To extend their learning, they connected their understanding of 2D shapes to 3D shapes and explored them through real-life examples.

Art :

The students have been exploring the elements of art colour and classified the colours into various categories using the colour wheel. Students have demonstrated their knowledge on colour theory on the given assessment task by creating colour wheel. They have inquired how the colours relate to each other and grouped the colours into warm and cool colours. They explored the importance of colours in art. They have created artworks using warm colours and cool colours. Students explored and applied different clay techniques, including free-hand modelling and mould usage, to create a Ganesh sculpture.



Learning and Teaching – Month Review

Pottery : They experimented with shapes, textures, and forms to express cultural significance and personal creativity, while developing fine motor skills and value for artistic traditions.

Physical Education (P.E):-

In this month students have explored and discussed about the Track and field event. They learned the running technique and practiced

❑ 60m

❑ Shuttle run

❑ Relay race

❑ Due to unfortunate weather conditions children were engaged in indoor activities

❑ Students also explored the chess game during the PE classes

Music

Students practiced vocal exercises in different scales, discussed about pitch, practiced doe a deer, school prayer with the help of Electronic Keyboard and demonstrate Approaches to Learning Skills.

Drama:-

Students presented short dialogues with emotions, practiced voice modulation ..



Dance:-Students have learned full-body movements and gestures, including shaking, shimmies, jumps, turns, hand–leg coordination, and footwork

Second Language Hindi:- During the month of August, students were introduced to the Hindi letters '**G**' (ग) and '**Gh**' (घ). They explored new vocabulary beginning with each letter and developed a clear understanding of both the letters. To reinforce their learning, students engaged in interactive quiz games, created illustrations related to the vocabulary words, and confidently identified them, thereby enhancing both their visual recognition skills and language development. Additionally, students were introduced to the Hindi number names from **six to ten**, and they are now able to recognize and articulate these numbers accurately.

Second Language Telugu:- Ga, Gha, Inga Letters were taught to the children by showing objects, flashcards, poems and story Children were engaged in identifying and writing all the letters of ka varg i.e Ka, kha, Ga, Gha, Inga. Telugu ankulu (numbers) 1 to 10 were taught to children. Children were also introduced achhulu A to Ee through poem recitation and flashcards.

Second Language French:

In August, Grade 1 students enthusiastically began their French learning journey. They explored basic nouns, colors, fruits, vegetables, and numbers through songs, flashcards, and games. By identifying classroom objects and participating in scavenger hunts, students practiced pronunciation, formed simple sentences, and built vocabulary, making their introduction to French engaging and memorable.



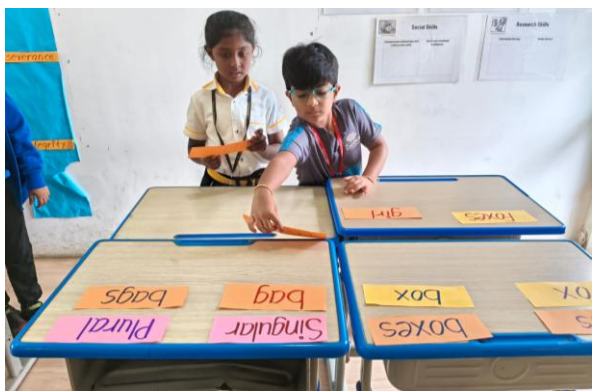
Second Language Spanish:- During the month of August students were engaged in the enriching activity of practicing self-introductions, enhancing their communication skills and building confidence. They also explored a variety of vegetables. In addition, students immersed themselves in the vibrant world of Hispanic cuisine, learning not only about traditional dishes but also expanding their Spanish vocabulary related to food. In the month of August, they focused on reinforcing their understanding of the alphabet, greetings and colors.

Compulsory Telugu:- In Aug month students learned about classroom-related vocabulary using flashcards and real objects. They identified various items like the blackboard, chalk, duster, table, chair, book, bag etc., and practiced using them in small sentences.

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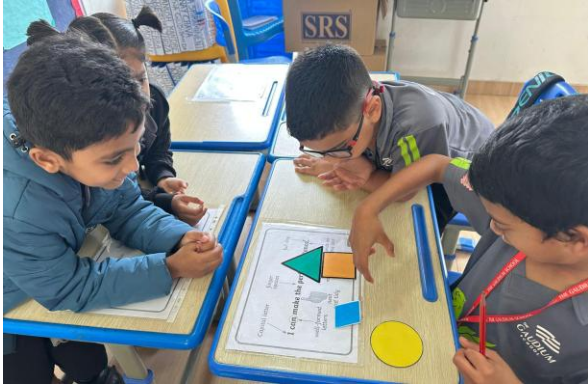
Learning and Teaching – Language



Students of grade 1 involved in learning the concept of Singular and Plural



Learning and Teaching – Math



Math- Students engaged in learning numbers , 2D and 3 D shapes through different learning engagements.



UOI



Students of grade 1 started exploring about different types of homes.

Learning and Teaching –Second Language



Students participated in second language classes.



Pottery



Students were engaged in pottery sessions. They made mud houses to understand the materials used to build houses and how these have changed over time.



Life Skills



Students enjoyed making lemonade as a fun hands-on activity. While preparing it, they practiced important life skills such as teamwork, measuring ingredients, following steps, and sharing responsibilities.



Music and Dance



Students enthusiastically participated in Music and Dance sessions, exploring the elements of music such as rhythm, melody, pitch, tempo, and dynamics.



P.E and Art



Students of grade 1 were engaged in PE classes and also they celebrated 'National Sports day. They were also engaged in Art sessions.



Drama, Library and ORT



Grade 1 students enjoyed their single subject classes. In Drama, they expressed ideas through role play. With the Oxford Reading Tree program, they explored stories and built reading skills. In the library, storytelling sessions sparked their imagination and love for books.



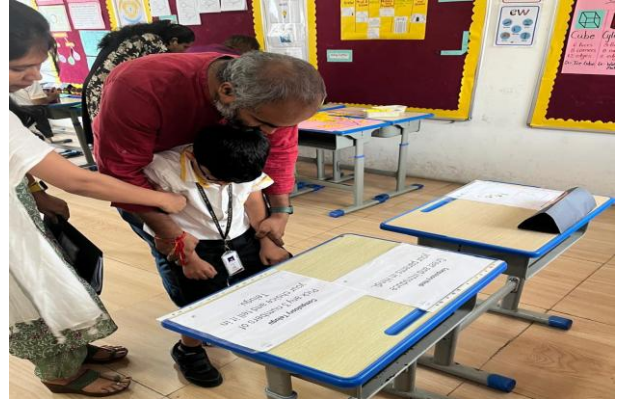
Celebrations



Students celebrated Independence Day with great enthusiasm and patriotic spirit. They participated in cultural performances, sang patriotic songs, and expressed their love for the nation through dances, speeches, and creative activities.



SLC-Student Led Conference



Students of Grade 1 participated in the Student Led Conference (SLC) with great confidence and enthusiasm. They took pride in showcasing their learning journey to their parents by explaining concepts, sharing their work, and reflecting on their progress. The conference not only highlighted their knowledge and skills but also built ownership, communication, and self-confidence



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Action taken



As part of our unit on Role Models, the students of Grade 1 took action by dressing up as their favourite role models. They confidently shared why they chose these personalities and how they inspire them. The activity not only sparked creativity and joy but also helped students understand values such as kindness, courage, and determination, encouraging them to follow these qualities in their own lives.



Action



As a part of their action, the students of Grade 1 designed creative bookmarks and organized a sale. Through this experience, they learned the joy of sharing and the importance of taking small steps to make a difference.

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:

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Key concepts

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Unit of Inquiry:- Going further, Students of grade 1 will inquire about the homes overtime and the environmental factors influencing them. As part of their inquiry, students will connect how weather, climate, and location can affect the design and structure of homes. For example, they will explore why people in cold regions build homes with thick walls or why homes in hot areas may have open windows and light materials. They will also make transdisciplinary connections with science and geography as they examine natural resources used in construction, such as wood, clay, and stone.

Students will be encouraged to become **inquirers** and **thinkers** as they investigate homes around the world. They will work collaboratively to build models of different types of homes using recycled or natural materials. These learning engagements will support the development of key skills like observation, comparison, and communication. Through this unit, students will develop a deeper understanding of how people adapt to their environment and how homes are a reflection of both human needs and environmental influences.



Learning and Teaching-Month Ahead

TD Language:- Going further, students will begin working on picture composition to enhance their oral and written communication skills. They will observe images carefully, identify key details, and describe what they see using complete sentences. This will help them build vocabulary and improve sentence formation. As they progress, students may also make transdisciplinary connections to the elements of a story such as characters, setting, and events. Through guided discussions, they will learn how to create simple narratives based on pictures. In addition, students will explore the use of prepositions to describe the position of objects and people in a scene (e.g., The cat is under the table). These engagements will support their development as communicators and thinkers, while encouraging creativity and imagination.

TD Math:- Going further, students might make transdisciplinary connections to the concept of a timeline as they explore events in sequence and understand the idea of past, present, and future. This will support their understanding of chronological order in both social studies and personal experiences. Students will also reinforce their knowledge of place value through hands-on math activities, helping them recognize the value of digits in tens and ones places. Using manipulative, games, and visual models, they will build a strong number sense. In addition, students will connect to number patterns through various engaging tasks such as skip counting, pattern creation, and sequencing games. These learning engagements will strengthen their problem-solving skills and support logical thinking. Throughout these inquiries, students will continue to be inquirers and thinkers, applying their learning in meaningful and connected ways across subjects.



Learning and Teaching-Month Ahead

Art:- The students will be further inquiring into the next element of art – shape. The students will identify different types of shape, similarities and differences between line and shape. They will explore different types of shapes, such as organic and inorganic, and learn various ways of creating shapes in their artwork.

Music:- Students will practice vocal exercises in different scales, and will continue to know more about pitch, practice do a deer, school prayer, discuss about patriotic songs, share their reflections and demonstrate Approaches to Learning Skills.

Physical Education:-

Students will explore about the different variation of jumps in athletic

2 Students will have practice jumps over hurdles on different height

2 Students will learn the proper technique of jump (take off and landing)

Dance:- Students will explore how body movements, gestures, and posture convey different emotions and meanings. They will practice combining dialogue with expressive body language to enhance their stage presence.

Second Language Hindi:- The letters 'च' and 'छ', along with the Swar letters 'A' (अ) and 'Aa' (आ), will be introduced using visual aids to support recognition and understanding. To reinforce correct pronunciation, children will participate in games focused on the 'च' varg sounds. These activities will help students identify words beginning with the given letters and recite rhymes based on Swar letters, supporting vocabulary development and strengthening their foundational language skills.



Learning and Teaching-Month Ahead

Second Language Telugu:- Students will be introduced to the letters cha, chah, ja, jha letters through story telling, finding objects and poem. Children Will also be engaged in learning how to Read and write the letters. Children Will also be introduced to new letters to new letters o, oo through flashcards and poem recitation. Children Will be involved in hands-on activity.

Second Language French:- In September, students will practice the spellings of classroom objects, number names, fruits, and vegetables. The month will conclude with an assessment of all LSRW skills to consolidate their learning.

Second Language Spanish:- During the month of September, students will engage in an exciting exploration of various objects related to their classroom environment, with a special focus on fruits. This hands-on experience will not only deepen their understanding of different types of fruits. They will reinforce essential skills, including greetings, numbers, and colors through interactive activities, students will practice using these foundational elements in meaningful contexts.

Compulsory Telugu:- Students will learn the names of common objects found in a child's room along with new vocabulary related to these objects. They will also learn the names of various animals in Hindi. To enhance their speaking and sentence formation skills, students will be encouraged to express their thoughts about animals using simple sentences. Additionally, they will participate in animal role-play activities in the classroom, making the learning experience both interactive and enjoyable.

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Happenings Month Ahead

Events	Dates
Teachers Day & Eid Milad-un-Nabi	5th September
Student Led Conference PP1 & PP2	13th September 2025
International Dot day & Hindi diwas	15th September 2025
Autumn break	22nd September 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/>

