



# P R I S M

Grade 2  
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

## 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 present moment. To strengthen their five senses awareness, awareness of feelings 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

## 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.

## Stakeholder Engagement:

As part of stakeholder engagement, students participated in a special assembly, sharing the significance of the local festival while showcasing their talents. The Independence Day celebrations were another 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.





# 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

## Core Value:

Core value for the month is empathy. Learners explored what empathy means by engaging in stories, discussions, and activities that highlighted the importance of understanding others' feelings. They read books, watched videos, and listened to real-life situations that encouraged them to think from another person's perspective. Through sharing their own experiences, students reflected on moments when they showed empathy towards friends, family, or community. These engagements helped them realize how small acts of kindness and compassion can make relationships stronger and create a caring environment.



# Learning and Teaching- Month Review

## **Unit of Inquiry:**

Transdisciplinary Theme:

Sharing the planet **Central**

## **Idea:**

The interdependence between different organisms has an impact on the balance of the ecosystem

## **Lines of Inquiry:**

Classification of organisms

Interdependence between Organisms and with the ecosystem

Significance of sustaining the ecosystem

## **Specified Concepts:**

form, connection, responsibility

## **Additional Concepts:**

Ecosystem

Interdependence

Population

## **Unit of Inquiry:**

Learners began their inquiry under the transdisciplinary theme "Sharing the Planet." They were introduced to the concept of an ecosystem through the story "Carl and the Meaning of Life." Building on this, they unpacked the central idea by exploring the key concepts of interdependence, organisms, impact, balance, and ecosystem.

As part of their learning engagements, students sorted living and non-living things and explored different types of ecosystems- Terrestrial, Aquatic, Amphibians, Arboreal. They also classified various organisms and discussed how organisms and ecosystems are interdependent. To consolidate their learning, learners reflected on their understanding using a KWL chart.



# Learning and Teaching- Month Review

## **Transdisciplinary Language:**

In connection with our Unit of Inquiry, learners explored transdisciplinary links with verbs and subject-predicate sentence structures. They planned and presented narrative writing using a variety of graphic organizers. Additionally, students were introduced to poem, elements of poem by connection with the previous unit. They explored how poets used rhythm and rhyme to share ideas and feelings, and created their own short poem using imagination. They continued to engage with ORT books at their individual levels of readiness.

## **Transdisciplinary Math:**

Learners were introduced to word problems, where they analyzed the given information and applied the necessary steps to solve them. They also explored subtraction of 2- and 3-digit numbers, both with and without regrouping.

Learners practiced solving addition and subtraction problems, including subtraction word problems, through a variety of hands-on learning engagements. They further reinforced their understanding by practicing in their student book and course book.

**PE-Physical Education:** In this month students explored and discussed about the track and field event. They learned the running technique and practiced 60 M run, hurdle run, relay race. While performing running they focused on body position, hand and leg coordination and feet landing.



# Learning and Teaching- Month Review

## **Dance:**

Students explored and developed a variety of full-body movements and gestures, including shaking, shimmying, jumping, turning, hand-leg coordination, and footwork. These physical skills were taught and practiced through activities that emphasized creative movement, rhythm, spatial awareness, and expressive communication. The experience enabled students to connect physical movement with emotional expression, storytelling, and cultural forms of dance and performance.

**Art:** The students showed their understanding of the elements of art space by creating an artwork and describing the artwork using art vocabulary and showing the space by using the variation in size and differentiating 2 forms of used in their artwork. The students were then introduced to the artwork from the ancient times, cave art, to understand the changes in the art with the time. The students were shown pictures of cave art from local (India) and global (Spain and France). The students shared their observations and inquired into wonderings. The students shared the features and elements of the cave art. They created an artwork from the current real-life situation using the elements of cave art. The students inquired into the art across the cultures, places, and times by exploring the Warli art. They were shown the artworks from Warli art to observe and identify the features of the artworks. They have then co-constructed the task to share their understanding of the local folk art.

**Music:** Students revisited and deepened their understanding of musical notation and the elements of music such as pitch, rhythm, tempo, dynamics, and melody. Through active engagement, they practiced vocal exercises using different scales, and explored a variety of songs including the school prayer, school song, "Top of the World", and "Hello Bonjour" with the teacher. These activities supported students in developing musical literacy, vocal control, and an appreciation for collaborative music-making.





# Learning and Teaching- Month Review

**Telugu:** Students learnt gudi, gudi deergam, kommu, kommu deergam guninthala gurtulu through storytelling and poems. Students revised Telugu ankelu 10 to 20 through oral recitation and writing. They were engaged in writing two- and three-letter words using guninthala gurtulu. They revised the *Chal, Chal Gurram* poem and were taught the *Bharatha Matha* poem.

**Hindi:** During the month of August, students focused on learning Swar Matras and their correct usage with Hindi consonants. They also practiced Baarahkhadi to strengthen their understanding of letter and matra combinations. In class, students participated in matra matching activities and used a matra booklet to reinforce their learning. Special emphasis was placed on the 'i' (इ) and 'ee' (ई) matras, with students practicing reading new words containing these matras. They also learned to use these words correctly in simple sentences, thereby enhancing both their vocabulary and sentence construction skills.

**Spanish:** In the month of August, students engaged in revisiting a variety of topics, including vegetables, Hispanic cuisine, and fruits. They not only explored the colors but also reinforced essential skills in numbers, the alphabet, and colors. Through these activities, they cultivated both their knowledge and appreciation for diverse foods while enhancing their foundational learning in a fun and interactive way.



# Learning and Teaching- Month Review

**French:** In August, Grade 2 students enriched their French learning by expanding vocabulary, sharpening pronunciation, and building confidence through interactive activities. The month began with a lively revision of greetings, colors, classroom objects, days, and months, supported by oral games, listening exercises, and group challenges that made learning engaging and collaborative. In the second week, students explored the theme of healthy eating through the role play "Julien est un gros garçon." With props in hand, they practiced dialogues, discovered fruit and vegetable names, and expressed ideas such as "manger sain" and "bon pour la santé." The third week brought a new story, "Monsieur Roche arrive à Paris," where learners developed reading comprehension and sequencing skills by matching dialogues with corresponding pictures. The month concluded with number fluency, as students confidently counted from one to sixty through songs, flashcards, and games. August highlighted teamwork, creativity, and joyful engagement with the French language.

**Drama:** Students dressed up as characters of their choice and introduced themselves using the guiding prompts: Who, What, Where, When, and Why. This activity integrated drama, oral language development, and creative expression, providing students the opportunity to embody a character, develop public speaking confidence, and enhance their communication and social skills. Students explored how they can express ideas, beliefs, and identities through character portrayal and dramatic performance. Students asked questions and explored the details of their characters.



# Learning and Teaching- Month Review

**Compulsory Hindi:** In the month of August 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.

**Compulsory Telugu:** In the month of August 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.



# Learning and Teaching- Month Review

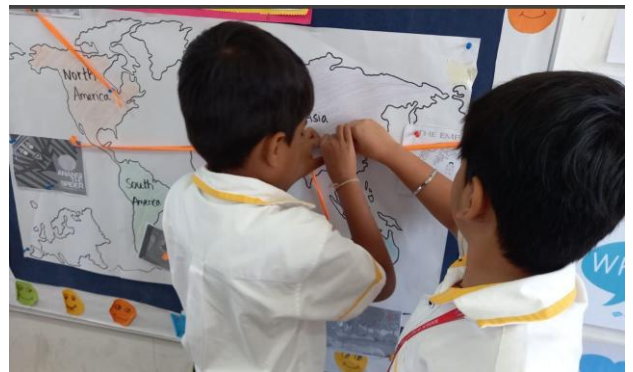


Students actively engaged in hands on learning exploring the usage of questioning words.





# Learning and Teaching- Month Review



Students sorting animals according to their land habitats.

Students making connection of the stories from various regions learned during the Theme.



# Learning and Teaching- Month Review



Students practicing their math concepts of addition and subtraction using manipulatives.





# Learning and Teaching- Month Review



Students were involved in sorting different types of sentences. They also matched the morals or lessons of the stories with their respective stories.



# Learning and Teaching- Month Review



Students explored and enjoyed doing different kinds of art.





# Learning and Teaching- Month Review



Students engaged in exploring sounds and songs during music.





# Learning and Teaching- Month Review



"Students engaged in learning activities in the library through a Bingo game and by watching a biography."



# Learning and Teaching- Month Review



Students engaged in learning during PE class



# Learning and Teaching- Month Review



Students enthusiastically participated in Drama.



# Independence Day Celebrations





# Student led conference - Term 1



Students confidently shared their learning with their parents, showcasing strong leadership skills and a deep sense of ownership for their learning.



# Literacy Week



Students celebrating stories during the literacy week transforming reading into a lively, interactive experience.



# Literacy Week



Students celebrating stories during the literacy week transforming reading into a lively, interactive experience.

# Action Taken



As a part of Action students wrote story books on their own.





# Learning and Teaching- Month Ahead

## **Unit of Inquiry: Transdisciplinary**

**Theme:** Where We Are in Place  
and  
Time - Earth's physical  
geography

### **Central Idea:**

The Earth's physical  
geography impacts human  
interactions and settlement.

### **Lines of Inquiry:**

- Variability of physical  
geography around the world.

- Ways globes and maps  
provide information about  
earth's Physical geography

- Interrelatedness between  
location and settlement

### **Specified Concepts:**

Form

Function

Connection

### **Additional Concepts:**

Geography Settlement

Resources

Location

## **Unit of Inquiry:**

Students will start their inquiry into the unit about Earth's physical geography. They will unpack and define the words 'physical', 'geography', 'interaction' and 'settlement'. They will also unpack the central idea and further explore how Earth's physical geography impacts human interactions and settlement.

## **Transdisciplinary Language:**

Learners will be introduced to persuasive writing while continuing to read ORT and storybooks to further enhance their reading skills. They will also explore concepts such as cause & Effect, Fact & Opinion, and the use of Conjunctions as part of their language learning journey.

## **Transdisciplinary Math:**

Students will be introduced to Map pointing, Directions, Floor Map, Time, Calendar. They will continue practicing mental math to enhance their math skills.



# Learning and Teaching- Month Ahead

## Hindi:

In September, students will revisit all the previously learned matras to strengthen their understanding. Using colorful flashcards, they will reinforce their knowledge of the short "इ" (i) matra and the long "ई" (ee) matra. The focus will then shift to the introduction of the "उ" (u) and "ऊ" (oo) matras. These matras will be taught alongside consonants, with attention given to their distinct sounds to help students understand the differences between them. To support vocabulary development, students will learn new words containing these matras. In class, they will participate in an engaging activity where they identify words from a word box and match them with the correct matra, enhancing both recognition and application.

## Telugu:

Students will learn the Guninthala gurtulu Ru, Roo, e, ae, and ai. They will be engaged in identifying and writing the guninthala gurtulu for the letters shown in the pictures. Students will practise writing and reciting simple words using the Guninthala gurtulu. They will revise numbers from 1 to 20, and children will be involved in a hands-on activity to reinforce their learning.

## French:

September, students will practice the spellings of fruits, vegetables, number names, health activities, sports, and healthy food. The month will end with an assessment covering all LSRW skills to consolidate their learning.





# Learning and Teaching- Month Ahead

## **Spanish:**

During the month of September, students will immerse themselves in a variety of engaging activities designed to enhance their understanding of essential concepts. They will practice identifying classroom objects and explore the months of the year. Additionally, there will be a focused reinforcement on vegetables, allowing students to broaden their knowledge of healthy foods. The curriculum will also include lessons on greetings, fostering communication skills, as well as an exploration of numbers and colors.

**Music:** Students will be introduced to different kinds of notes, element of music--beat. Students will practice vocal exercise using different scales, school prayer, school song, top of the world, kind words songs with the teacher and share their reflections. Students will connect to Approaches to Learning Skills and attribute of learner profile.

**Art:** The students will be further exploring into the folk art globally by exploring the Native American art form. They will be looking at the symbols and their meaning. They co-construct the task and criteria to show their understanding of the art from different cultures and places globally.

**Drama:** Students will practice narrating and presenting a story in the correct sequence. They will focus on identifying and organizing the beginning, middle, and end of the story, while using clear speech and expressive delivery to engage their audience

**PE:** Students will explore field event jump. They will practice variation of jumps (standing broad jump, forward-backward jump, vertical jump) and learn the jump technique while practicing.



# Learning and Teaching- Month Ahead

## **Dance:**

Students will be learn different body movements and gestures like (moving different parts of the body) like shake, shimmy, jumps, turns, hand-leg coordination, footwork, locomotor and non locomotor steps. They also build and share their thinking skills and creative skill using elements of dance and also share each other prospective.

## **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<br>Milad-un-Nabi     | 5th September       |
| Student Led Conference<br>For PP1 & PP2 | 13th September 2025 |
| International Dot day & Hindi<br>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/>

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