



P R I S M

Grade 4
August 2025



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

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.

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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 Well Being

Mindfulness helps us notice and guide our attention with more awareness and control. It is about staying focused and living in the present moment. Students practiced different breathing techniques such as bunny breathing, hissing breathing, and five-finger starfish meditation. through various learning engagements.

Over the past few weeks, our students have been engaging in important sessions on Bullying, Boundaries, and Consent. These sessions are designed to help children understand the importance of respect—both for themselves and for others. To make learning impactful and relatable, age-appropriate videos were shown, helping students connect with real-life situations in an engaging way. These visual stories opened up meaningful discussions around:

Recognizing different forms of bullying and the impact it has.

Understanding personal boundaries—what it means to set them and respect them.

Learning the concept of consent in everyday interactions.



Each session is followed by a review and reflection activity, where students share their thoughts, ask questions, and reinforce what they've learned.

This consistent review ensures that key messages stay with them and translate into positive behavior in daily life.

Through these ongoing sessions, our goal is to empower students with the skills to stand up against bullying, communicate their boundaries clearly, and practice respect and consent in all relationships.



School Philosophy – 5 Developmental Pillars

Core Values

This month, we dedicated our activities to exploring the core value of **empathy**. Students were at the heart of the exploration, participating in insightful discussions to deepen their understanding of what it means to truly connect with others. They enthusiastically shared their own thoughts on why empathy is crucial in our lives, explaining how it helps us resolve conflicts, support our peers, and build a stronger, more caring community. By brainstorming and role-playing, they discovered practical ways to show affection and respect, ultimately learning that empathy is the key to forming **positive and lasting relationships**. This focus has helped our students see that empathy isn't just a word—it's a powerful tool for making the world a better place.



A sense of community is built on shared values like Love & Care, Respect, Responsibility, and Trust. These values were beautifully demonstrated when our Grade 6 students showed Unity by celebrating with Grade 5 students. The older students took on the Responsibility to show affection and strengthen their bonds by tying a Rakhi, a tradition that signifies protection and care. This heartwarming gesture strengthened the Trust & Bonding between the two grades, celebrating their togetherness as a school community.



School Philosophy – 5 Developmental Pillars

Holistic Excellence

Students got a hands-on lesson in stitching, a key part of our Holistic Excellence program. Students learned essential life skills like threading a needle, performing a running stitch, and sewing on a button. Each session connected their new skills to a real-world application, helping them build fine motor skills and independence.



This module also highlighted the importance of sustainability. By learning to repair their own clothes, students took a small but meaningful step toward reducing textile waste—a huge global problem. This hands-on experience supported two key UN goals: SDG 12 (Responsible Consumption & Production) and SDG 4 (Quality Education), showing students how practical skills can contribute to a better, more sustainable world.



School Philosophy – 5 Developmental Pillars

Stakeholder Engagement

This year's Independence Day celebration was a day of immense joy and patriotic spirit. Students showcased their talents and filled the atmosphere with harmony and enthusiasm through a lively group dance and a melodious song. We also took the opportunity to honor our high-achieving students, recognizing their excellence and adding to the day's celebratory mood. It was a day for our school community to come together with pride and remember the sacrifices of the past while looking forward to a bright and inclusive future.



Grade 4 students participated in an engaging guest session led by parent doctors from grade 4 as part of their Unit of Inquiry, "Human Body systems". The session enhanced their understanding of how human body systems are interconnected and how lifestyle choices impact our body. Students posed thoughtful questions, gained new insights, and made meaningful connections between everyday lifestyle choices.



School Philosophy – 5 Developmental Pillars

Independence Day Special Assembly

Grade 4 GB organized a special Independence Day assembly to celebrate and honor the spirit of India's freedom. The students began the program by sharing interesting facts and stories about India's national symbols, including the flag, emblem, anthem, and other cultural icons, helping everyone understand their significance. This was followed by an engaging activity where voice-overs of famous freedom fighters were played, and the students had to identify who they were, making the session both interactive and informative. To add a creative touch, the students performed a lively dance to a patriotic song, showcasing their energy and teamwork. The assembly concluded on a heartfelt note with the students singing 'Vande Mataram,' leaving the audience inspired and filled with national pride.



School Philosophy – 5 Developmental Pillars

Global Leadership

The Investiture Ceremony for the Academic Year 2025–26 was a truly joyous and inspiring occasion, symbolizing the trust and confidence the school places in its newly elected student leaders.

The event was graced by our Honourable Director, Ms. Keerthi Reddy, CEO, Mr. Rama Krishna Reddy, and Principal, Ms. Sudeshna Chatterjee, whose presence added to the pride of the moment. The young leaders, taking on their new roles, pledged to uphold their responsibilities with dedication and integrity, serving as a strong bridge between teachers and students. We are delighted to share that our Student Council members also had the opportunity to participate in the Student Council Leadership Training Camp, conducted by *Rock Sport*. This camp empowered students through engaging leadership and team-building activities.

Through interactive tasks and group challenges, they explored and practiced important values such as teamwork, responsibility, and decision-making.



These experiences helped them nurture essential life skills, including:

- Collaboration – working effectively with others
- Creativity – approaching challenges with innovative solutions
- Leadership – guiding peers with confidence and integrity

The ceremony and training together marked a memorable beginning for our student leaders as they embark on their journey of responsibility, growth, and service.

School Philosophy – 5 Developmental Pillars



Shaping Leaders, Celebrating Responsibility!



School Philosophy – 5 Developmental Pillars



As part of the Holistic Excellence pillar, Grades 4 engaged in a Life Skills stitching module, fostering fine motor skills, independence, and self-reliance while aligning with the UN SDGs.



School Philosophy – 5 Developmental Pillars



Celebrating Swatantrata and the Spirit of Excellence!

Learning and Teaching - This Month

Transdisciplinary Theme:

How The World Works

Central Idea:

Energy is converted, transformed and sustained to support human progress.

Lines Of Inquiry:

- Energy and its uses
- Transformation of energy.
- Sustainable energy practices.

Specified Concepts:

Function, Change, Responsibility

Additional Concepts: Energy
Transformation, Sustainability
Renewable/Non-renewable

Unit of Inquiry:

The students embarked on an exciting journey to understand the importance of **energy** in our lives and how it connects to human progress. Through hands-on activities, discussions, and presentations, they developed a deeper understanding of how energy is used, transformed, and conserved. The students identified different types of energy such as light, heat, sound, mechanical, and electrical energy. They explored real-life examples—like how light helps us see, sound allows communication, and electricity powers machines.

One highlight of the unit was the Energy Transformation Station, where students observed how energy changes from one form to another—for example, electrical energy changing into light in a bulb or mechanical energy transforming into sound in musical instruments. They also explored larger-scale transformations such as **hydro energy**, where the movement of water turns turbines to create electricity; **wind energy**, where moving air spins blades to generate power; and **thermal energy**, where heat from fuels or the Earth can be converted into mechanical or electrical energy. These activities-built curiosity and encouraged critical thinking about how energy is constantly being transformed around us.

The students also discussed the importance of **sustainable energy** in protecting our planet. They explored renewable sources like solar, wind, and hydro energy and reflected on how humans can reduce wasteful energy practices. This opened up conversations about making responsible choices to ensure that energy can be sustained for future generations.



Learning and Teaching - This Month

Transdisciplinary Math

The students strengthened their skills through a range of practical and engaging activities. Learners practice rounding numbers to the nearest 10, 100, and 1000. This helped them estimate and simplify calculations, making problem-solving faster and more efficient.

The students explored divisibility rules for numbers such as 2, 3, 5, and 10. Through games and exercises, they learned how to quickly check whether a number is divisible by another without doing long division, improving their number sense.

The students revisited units of length, mass, and capacity, practicing how to convert between meters and centimeters, kilograms and grams, and liters and milliliters. This helped them connect math to real-life situations like shopping, cooking, and measuring distances.

Through real-life word problems, learners applied their understanding of measurement conversions to practical situations. This not only enhanced their problem-solving abilities but also allowed them to see the usefulness of mathematics in everyday life.



Transdisciplinary Language

Students deepened their understanding of **sentence structure** and how different types of sentences can be used to communicate ideas more effectively.

They discovered that varying sentence types makes writing richer and more engaging.

Students first revisited **simple sentences**, which have a single subject and predicate. This helped them practice clarity and precision in expression.

Learners then moved to **compound sentences**, which join two simple sentences using **coordinating conjunctions**. To remember these, students learned the acronym **FANBOYS** (for, and, nor, but, or, yet, so). Through guided activities, they practiced combining ideas and building sentence fluency.

Students were also introduced to **complex sentences**, where a main clause is joined with a dependent clause using **subordinating conjunctions** such as because, although, when, if, since, while..They explored how dependent clauses add detail, reasoning, and depth to writing.

To strengthen their learning, students applied these sentence structures in descriptive and unit-related writing.



Learning and Teaching - This Month

Telugu

This month, the students learned the rhyme Vaanaakalam Geyam. Through this rhyme, they explored rhyming words, imitation words, meanings, opposite words, and singular-plural forms. The students also practiced identifying rhyming and imitation words with confidence. In addition, another rhyme Pacchani Chetlu Pragathiki Metlu was introduced, through which the students learned about nouns and adjectives in a fun and engaging way.

Spanish

The students tackled more advanced concepts in August, demonstrating their readiness for intermediate Spanish grammar. They mastered the usage of Spanish articles (los artículos) in various contexts and began working with regular verbs in the present tense (verbos regulares en presente). Students showed good comprehension of conjugation patterns for -ar, -er, and -ir verbs, practicing with frequently used verbs to build confidence in sentence construction and communication.

Hindi

Building on previous lessons in August, students engaged in diverse activities to enhance their language skills. They learned the meanings of new words, answered questions, and recited the poem; कर लो पर्यावरण सुधयर (Let's Improve the Environment). Through word sorting exercises, they identified nouns and adjectives, constructed sentences, and provided real-life examples. Students also practiced conversational skills by discussing topics like their favorite festivals. In a timed activity, they analyzed the use of adjectives to describe individuals. Furthermore, they explored the concept of time (काल), understanding its three forms: past (भूत), present (वर्तमान), and future (भविष्य) in Hindi grammar.

French

In August, students learned prepositions and were introduced to neighborhood places in French. They practiced identifying different locations and started using prepositions to describe their positions.



Learning and Teaching - This Month

PE

Students learned the finishing technique. Students learned breathing techniques, arm action, and knee lifting to sprint like a champion. Students practiced to master the crouch start position. Students practiced short-distance events: 100m, 200m, and 400m sprints.

Drama

Students explored different types of theatre stages – proscenium, thrust, arena, and more – and understood how each layout affected performances. They also learned about stage areas like upstage, downstage, wings, and backstage, along with the orchestra pit and its purpose, using fun activities to practice stage directions and actor movements.

Visual art

In the month of August students learnt to make pottery by hand building. The month was full of events where students collaboratively drew a large mural on Independence Day. Also, on the occasion of Ganesh Chaturthi, students made eco-friendly clay Ganesha Idols by themselves which was also a lesson on clay modelling for them. In the upcoming month of September, students will be introduced to making pottery on the wheel where they will understand and learn how energy is transformed from one form to another.

Music

In August, students learned the song “Bharat Humko Jaan Se Pyaara Hai” to celebrate Independence Day.

They explored singing the song in four different languages with pride.

Students also learned about note values such as the whole note,

half note, quarter note, and eighth note.

Through clapping and practice, they understood how rhythm is created in music.



Learning and Teaching - This Month

Dance

In August, students explored freestyle and semi-classical dance forms. They practiced movement combinations that emphasized creativity, rhythm, and body coordination in freestyle, while also beginning to learn a semi-classical sequence incorporating elements of Navarasa.

The focus was on expressive clarity, smooth transitions, and synchronizing movements. This phase helped students connect emotion with movement and deepened their appreciation for storytelling through dance.

Compulsory Telugu

students focused on reading and writing Telugu letters: (క, ఖ, గ, ఘ, జ, చ, ఛ, ఙ, ఝ, ఞ) They practiced writing each letter, learned words starting with them, and enjoyed songs that made learning fun and engaging. These activities helped strengthen their recognition skills and build confidence in reading and writing.

Compulsory Hindi

During the month of August, students were introduced to the alphabets of च group. Learners learned new words based on the alphabets. They enthusiastically discussed the answers to the questions and spelled the words of च group letters. They were also introduced to झ letters, where they were shown words and pictures related to the झ letter, which helped them to recognize and pronounce the letters. Students revised the letters क and च learnt in the previous months.



Learning and Teaching - This Month

ICT

Students embarked on an exciting journey into the world of digital design with Canva, a powerful and user-friendly online tool. They dove into its diverse features, learning how to manipulate graphics, videos, text, and images to transform their creative ideas into visual realities.

The first projects allowed students to put their new skills to immediate use. They successfully designed vibrant Birthday

Invitation Cards and culturally rich Ganesh Chaturthi Posters. These activities weren't just about learning software; they were about fostering creativity, encouraging design thinking, and building essential digital literacy skills.

Space Lab

Students were introduced to binoculars as an early form of telescopes, learning how distance affects how objects appear in the sky, such as the sun looking the same size as the moon even though it is much larger and farther away.

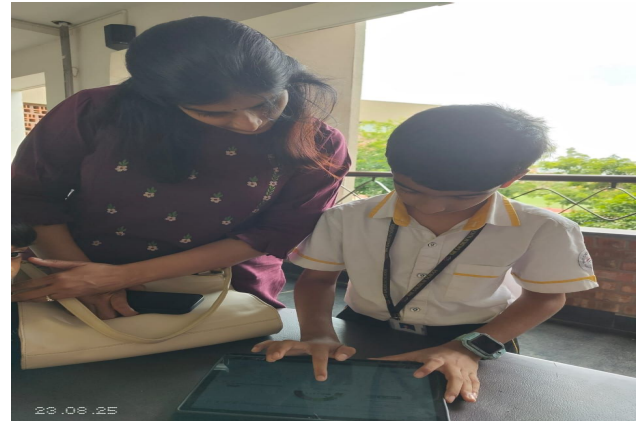
Some classes began building binocular kits in the lab,

In lab they discovered how prisms correct the upside-down image formed by the lens, and later used the balcony under teacher supervision to observe distant objects, even spotting siblings on the football field.

In the "Dawn of Rockets" unit, they explored the history of rockets, from their invention in China as weapons to Diwali fireworks, and learned about thrust and fuel as the forces that help rockets overcome gravity, ending with an online simulator to test rocket weight and fuel combinations. Ancient astronomy was also discussed by class teachers to spark curiosity and further questioning. On August 19, 2025, students celebrated National Space Day with a painting competition on the theme "Bridging the Past with the Future – India's Space Odyssey" where more than 200 entries were submitted, and Myra (4GB) was declared the Grade 4 winner.



Action Taken: Fundraising through BMI calculation

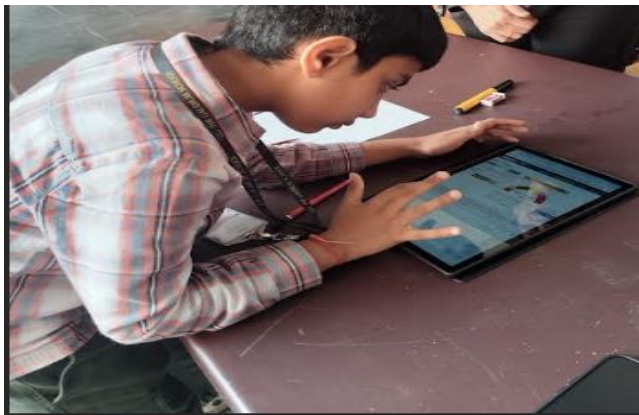
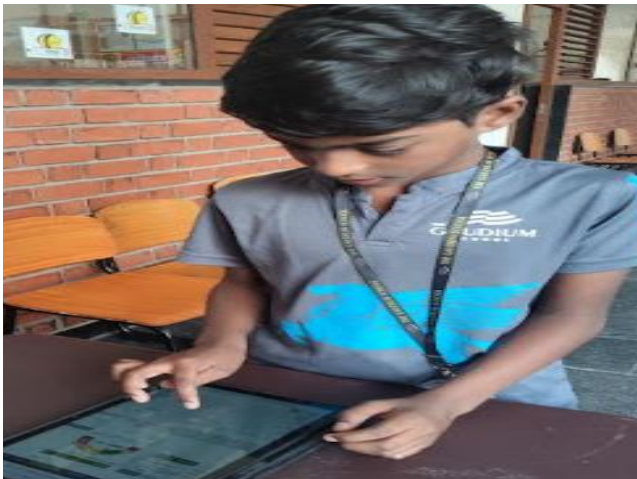


The students of Grade 4 calculated the BMI of their parents in connection to the unit on human body system during the Term 1 SLC. They successfully raised around **nine thousand six hundred rupees**. After discussing with their mentors on how to best utilize the funds for a good cause, the students will decide and make a decision and will personally deliver the donations.



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUUM DEL IB

Action Taken: Fundraising through BMI calculation



Independence Day - Special Assembly



"Students proudly presented a special assembly on Independence Day, celebrating unity, freedom, and patriotism."



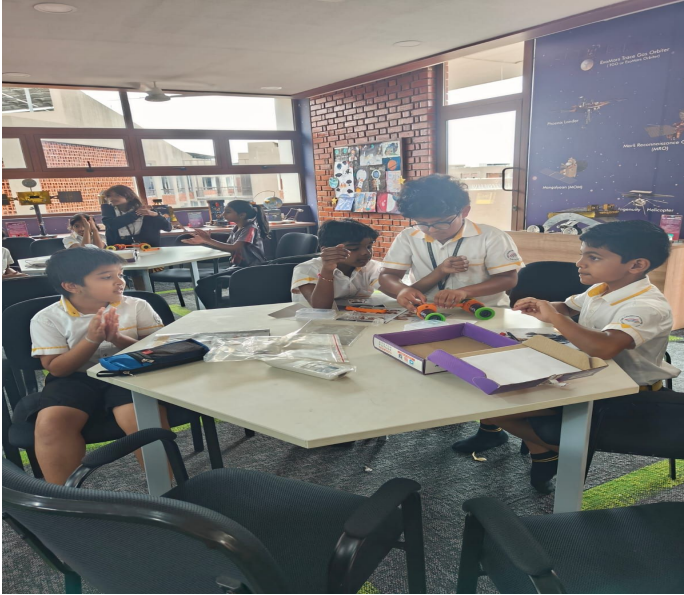
Learning and Teaching - This Month



"Students actively participated in engaging learning activities, during the provocation for the unit on Energy, fostering curiosity, collaboration, and deeper understanding."



Learning and Teaching - This Month



"Young explorers crafted their own binoculars in the Space Lab, sparking curiosity and wonder about the universe beyond."



Learning and Teaching - Term 1 SLC



"Through the Student-Led Conference, learners confidently showcased their growth, skills, and reflections, taking ownership of their learning journey."



Learning and Teaching – Month Ahead

Transdisciplinary Theme

How the world works.

Central Idea

Energy is converted, transformed and sustained to support human progress.

Lines Of Inquiry

- Energy and its uses
- Transformation of energy.
- Sustainable energy practices.

Specified concepts

change function responsibility.

Additional concepts Energy

Transformation Sustainability
Renewable/Non-renewable.

Unit of Inquiry

This month, students will be exploring the importance of sustainable energy practices and how each of us can contribute to protecting our planet.

Students will learn about renewable energy sources such as solar, wind, and hydropower, and reflect on how daily choices like saving electricity, reducing waste, and using energy-efficient appliances make a difference.

Through classroom discussions, hands-on activities, and collaborative projects, students become mindful energy users at home and school

They will create various problem scenarios and apply the design thinking process to find solutions.

After identifying the root cause, students will define a problem statement and work towards creating their own prototype. They will document their process in a design thinking journal.



Learning and Teaching - Month Ahead

Transdisciplinary Math

The students will learn essential data handling skills in math. They will begin by collecting and organizing data from surveys or experiments. The students will explore how to represent this data using charts and graphs, such as bar graphs and pictographs. This visualization will help them identify trends and make comparisons more easily. Separately, students will explore the concept of measurement, including temperature and capacity, to deepen their understanding of standard units used in real-life contexts.

Transdisciplinary Language

While inquiring about energy and its uses, students will make connections with report reading as they research different types of energy. They will identify and describe various forms of energy found in their surroundings, while making connections to grammar concepts such as active and passive voice, and direct and indirect speech. As they explore the transformation of energy, they will relate it to transformations in sentence structure. Additionally, students will document their findings and reflections in a scientific journal, integrating language and science in a meaningful way.



Learning and Teaching - Month Ahead

Telugu

In the upcoming month, the students will be introduced to historical stories. From these stories, they will learn about important characters, understand the purpose of learning such stories, and develop moral values. Along with this, they will also focus on grammar Kriya Padalu (action words/verbs) and learn their definitions with suitable examples.

Hindi

In September, students will be given a box of 20 words, which will be a mix of nouns, adjectives, and verbs. They will sort the words into their correct categories and explain their reasoning. After that, they will use any 10 of these words to write sentences, a paragraph, or a short story. They will also be given a poem on Veer Ras to read.

French

In September, students will continue learning how to ask for and give directions in French. They will use role-play and interactive activities to practice navigating common places in a French-speaking town.

Spanish

The upcoming month will introduce students to irregular verbs (verbos irregulares), challenging them to learn exceptions to the regular conjugation patterns they've mastered. Additionally, students will begin studying adjectives (adjetivos), learning how they agree with nouns in gender and number. This combination will significantly enhance their ability to create more descriptive and complex sentences in Spanish.

PE

Students will start learning field events like the long jump. Students will start learning proper techniques of long jump. Students' performances will be timed in track events like 100m, 200m, and 400m sprints, middle distances 800m.

ICT

Students will take on a new challenge of creating a storybook in Canva, combining digital design with creative storytelling. They will also begin exploring MS Excel by entering marks in tables, applying basic formulas, and generating bar graphs to build data handling skills.



Learning and Teaching - Month Ahead

Dance

In September, students will learn the Lambadi folk dance, a vibrant cultural expression inspired by the daily life and traditions of the Lambadi community. They will focus on coordinated group formations, rhythmic footwork, and the use of hand gestures to portray aspects of community living.

This unit will help students appreciate the connection between dance and cultural identity, while also strengthening their sense of rhythm, teamwork, and expressive storytelling.

Drama

In September, students will begin a new drama unit on Masks in Theatre, where they will explore their cultural significance, experiment with neutral, emotion, and character masks, and engage in improvisations to develop creativity, teamwork and stage presence.

Space Lab

Students will continue with Binocular kit module and Dawn of rocket and discuss Project ideas for world space week.

Additional language Hindi

Students will be taught to read, make words by mixing letters of class क व् और च व् and student will learn ट व्

Visual Arts

In the upcoming month of September, students will be introduced to making pottery on the wheel where they will understand and learn how energy is transformed from one form to another. They will also learn Fashion Design and how the Pop Art blended with Fashion. They will learn to ideate, design and apply their design in fashion accessories.

Music

In September, students will explore how energy connects to music. They will discover how tempo, rhythm, and dynamics give energy to a song. The class will learn and perform the energetic song "Happy". Through activities, students will reflect on how music makes us feel energized or calm.

Additional language Telugu

Students will begin learning the Days of the week in Telugu (ఆదివారం - శనివారం) through interactive activities such as:

1. Storytelling using daily routines
2. Rhymes and songs for easy memorization.

Students will begin exploring Telugu consonants ట, ఠ, డ, ఢ, ణ, త, థ, ద, ధ, న (Hallulu). They will continue to build vocabulary and reinforce their learning through hands-on activities. These activities are designed to make language learning joyful, engaging, and meaningful for every child.



Happenings Month Ahead

Events	Dates
Teacher's Day Eid Milad-un-Nabi	05th September 2025
Hindi Diwas	15th September 2025
Term 1 Assessments	8th- 18th 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/>

