



P R I S M

Grade 5  
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



Bandhan Suraksha Ka : The Bond that Protects!



# 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

## 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

## Independence Day Special Assembly

Grade 5 GE 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

## 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 5 students participated in an engaging guest session led by Mr. Santosh from the Middle and High School Physics Department as part of their Unit of Inquiry, "The scientific principles of light and sound enable different forms of expression and communication." The session enhanced their understanding of how light and sound are produced, transmitted, and applied in real-world contexts. Students posed thoughtful questions, gained new insights, and made meaningful connections between scientific concepts and everyday modes of communication and expression.



# School Philosophy – 5 Developmental Pillars



Celebrating Swatantrata and the Spirit of Excellence!

# School Philosophy – 5 Developmental Pillars

## Student Led Conference :

The students enthusiastically took part in the Student-Led Conference, where they shared their learning journey with their parents. Through a range of thoughtfully designed learning engagements, they explored concepts from the Exploration and Light & Sound units, demonstrating curiosity, critical thinking, and creativity. Parents witnessed firsthand how students make connections, apply their understanding, and reflect on their learning.



It was wonderful to see the students confidently take ownership of their learning, express their ideas, and celebrate their achievements in a meaningful and interactive way.



# Learning and Teaching – This Month

## Unit of Inquiry

### Transdisciplinary Theme

How we express ourselves

**Central Idea:** The scientific principles of light and sound enable different forms of expression and Communication.

### Lines of Inquiry:

- Properties of light & sound
- Ways light and sound are produced and transmitted
- Exploring light and sound for expression and communication

**Specified Concepts:** Form Function Perspective

**Additional Concepts:** Properties, Scientific principles, Expression

Students began their second Unit of Inquiry under the transdisciplinary theme, "How We Express Ourselves." During the provocation phase, they engaged deeply by observing images and watching video clips that inspired them to connect with the central idea and the theme. These experiences led students to generate key terms such as light, shadow, reflection, illusion, and refraction.

To further enrich their learning experience, the students went on a field trip to the Birla Planetarium. Here, they explored the wonders of light and sound in the universe, witnessing firsthand how these elements play a crucial role in communication.

The inquiry progressed with hands-on experiments that allowed students to explore various properties of light and sound. Through investigation, they examined how light and sound are produced and transmitted, enhancing their understanding of the scientific principles that underpin creative and effective expression in everyday life.



# Learning and Teaching – This Month

## **Transdisciplinary Language:**

Students engaged with language to describe how light and sound appear, function, and influence their daily lives. They expressed their ideas through descriptive writing that captured personal experiences, as well as informational texts that explained the science behind these phenomena in their own words.

Language served as a powerful medium of expression, enabling students to share both their scientific knowledge and personal perspectives. They discovered how poets and authors skillfully use literary devices—such as similes, onomatopoeia, and metaphors about light and sound—to create vivid imagery and evoke emotions.

This experience not only strengthened their understanding of expression but also revealed how scientific concepts like light and sound can be explored through creative language, blending imagination with knowledge in meaningful and engaging ways.

## **Transdisciplinary Math**

Students had the opportunity to explore how light and sound can be measured in real and meaningful ways—for example, by looking at the speed of sound in meters per second, the frequency of sound in hertz, or the intensity of light and sound in units like lumens and decibels.

By connecting these measurements to their everyday experiences, students developed a deeper understanding of the function and properties of light and sound. This also helps them see how scientific principles and math work hand-in-hand to help us understand the world around us.

Students explored concepts like the angle at which light hits a surface (angle of incidence), how it reflects, the symmetry found in wave patterns, and how light behaves when passing through prisms. These hands-on experiences are naturally connected with geometry.



# Learning and Teaching – This Month

## PYP Exhibition

The students engaged in meaningful discussions with their peers, sharing their thoughts and perspectives based on the issues they had chosen. They collaboratively formulated inquiry questions, expressing curiosity about what they wanted to learn more about. As their understanding deepened, they also began brainstorming possible actions they could take—big or small—that might contribute to addressing the issue. These conversations sparked a sense of ownership and purpose, as students connected their learning to real-world impact. Building on their growing understanding of real-world issues, students began framing their central ideas and developing lines of inquiry that reflected their personal interests and values. This marked a shift from exploring the issues to deeper research, as they refined their focus and began investigating their chosen topics with greater purpose and direction.

Through this process, students laid the foundation for meaningful inquiry, preparing to explore issues with curiosity, empathy, and critical thinking.



## Additional Language :Hindi

This month, the students learned the pronunciation and writing of the letters in the “च” varg[च, छ, ज, झ] through storytelling. Under oral expression, students practiced reciting the poem & Dhobi aaya through which they learned to count from one to ten in Hindi. As part of classroom integration, students will present a self-introduction activity titled;; Mera parichay.

## Additional Language : Telugu

Students focused on reading and writing Telugu letters: (క, ఖ, గ, ఘ, జ, చ, ఛ, ఙ, ట, ఠ, డ, ఢ, న, త, థ, ద, ధ, ణ, బ, భ, ప, ఫ, ష, శ). They practiced forming each letter, learned new words beginning with them, and enjoyed songs that made the learning process fun and engaging. These activities not only strengthened their letter recognition skills but also boosted their confidence in reading and writing.



# Learning and Teaching – This Month

## Telugu

Students learn the poems (Neethi padyalu). And students done "Unit end Assessment" and TD connection Task sheets in their respective classes. Part of TD connection students watched the video of Hyderabad from 1910–2025. Students shared their thoughts of Hyderabad. How the city changed. They enjoy the video. And students learn the Bhashabhagaalu, and kalalu (Parts of speech, and Tenses). Students given examples. And students will practise for SLC. And students written the notes of Shathaka padyalu.)

## French

Students learned to use the verbs *pouvoir* and *vouloir* in the present tense to express wants and needs in real-life situations.

## Hindi

Students read, understood and discussed the poem 'Hum Honge Kamyab' in the class. Students wrote down the newly learnt words found in the poem along with their meanings. Students were introduced to adjectives through the poem.

Students did a learning engagement in order to discuss why adjectives are used, how many types of adjectives are there, and how they can be identified. Students understood the difference between a ekanki and a story in the class. Students read the ekanki "Manushya Hi Mahaan" in the class and learnt antonyms and synonyms through the medium of the ekanki. Students discussed about their favourite season in the class.

## Spanish

Grade 5 students engaged with advanced grammatical concepts during August, successfully learning about adjectives (adjetivos) and their agreement rules with nouns in terms of gender and number. The class also tackled irregular verbs in the present tense (verbos irregulares en presente), working with challenging but essential verbs that don't follow standard conjugation patterns. Students demonstrated strong analytical skills in understanding these grammatical exceptions and their practical application.



# Learning and Teaching – This Month

## PE

This month, students began their Athletics unit by working on starting techniques such as the standing start and crouch start (with the L-T-Fist Technique). We also recorded their best run times for 100 meters and 400 meters to help them reflect on their current performance and identify areas of strength and challenge. Additionally, students engaged in discussions on long-distance running, focusing on posture, breathing, body control, and ways to improve overall endurance and performance.

## Music

In the month of August, students are exploring the connection between the science of sound and light and their relationship with music. They are learning how sound is produced and transmitted, how light is used in performances, and the ways both elements contribute to musical expression. Through activities and demonstrations, students are beginning to see how sound and light are essential in enhancing communication and creativity in music.

## Visual Arts

On the eve of Independence Day, students also designed the national flag. As part of our clay modelling activity, they enthusiastically created eco-friendly Ganesha idols. This hands-on experience helped them develop creativity, fine motor skills, patience, and focus, while also fostering cultural appreciation and environmental awareness.

## Drama:

Students explored mime. They were introduced to the art form and practiced three different creative walks: stationary walk, sidewalk, and push walk. They also learned about and applied the importance of expressions in mime to bring their performances to life.



# Learning and Teaching – This Month

## Dance

In August, students completed the Lambadi dance sequence and the patriotic choreography introduced in July. They also refined the Lambadi and Bhangra folk dances, focusing on rhythmic clarity, coordination, and smooth transitions between formations. Towards the end of the month, students began learning semi-classical dance using the Navarasa (nine emotions), laying the foundation for expressive movement and graceful body control.

## ICT

The students began the session by watching an engaging video that introduced concepts such as problem-solving, ideas, and design thinking. They discussed the meaning of each term and shared their understanding of the design thinking process, highlighting the steps needed to find solutions to real-world problems. Following this, students were introduced to Tinkercad, a free, web-based tool for 3D design, electronics, and coding.

Tinkercad is widely used in education to make STEM learning hands-on and creative, offering an intuitive interface that allows students to create and experiment with 3D models directly in the browser—no downloads required.

Tinkercad helps students:

- Develop spatial thinking and design skills by building 3D objects from simple shapes.
- Collaborate on projects, solve real-world problems, and visualize their ideas in a practical way.

## Space Lab:

### Aerospace Glider Kit:

Students learned how airplanes fly, explored basic aerodynamics, and studied glider control surfaces—ailerons, rudder, and elevator. They built gliders and tested different elevator positions, recording their observations.



# Learning and Teaching – This Month

**Ancient Observatories:** Module details available from HRTs who have completed it.

**Rocket Science:** Students explored the history of rockets—from Chinese invention and military use (including Tipu Sultan) to Robert Goddard’s rocket engine. Key concepts included Newton’s Third Law, payloads, and fuel systems. Students were encouraged to research GSLV and SSLV rockets.



# Learning and Teaching – Month Ahead

## Unit of Inquiry

### Transdisciplinary Theme

How we express ourselves

**Central Idea:** The scientific principles of light and sound enable different forms of expression and Communication.

### Lines of Inquiry:

- Properties of light & sound
- Ways light and sound are produced and transmitted
- Exploring light and sound for expression and communication

**Specified Concepts:** Form Function Perspective

**Additional Concepts:** Properties, Scientific principles Expression

They will inquire into the many ways people express ideas, emotions, and creativity through various forms, exploring how expression helps us connect, communicate, and understand one another.

This unit will guide students to explore various forms of expression and communication while making meaningful connections to the scientific principles of light and sound. They will investigate the characteristics of light and sound and inquire into how they are produced and transmitted—deepening their understanding of how science supports creative and effective expression in our daily lives.

Students will explore innovative ways to use light and sound for communication. They will also examine how light and sound influence visual and performing arts. The students will deepen their understanding by researching and doing practical experiments to create Innovative uses of light and sound for expression and communication. You can also use artificial light, such as spotlights, strobe lights, or LED lights, to create a dynamic and dramatic ambiance. Similarly, you can use different types of sound sources, such as speakers, microphones, or live performers, to create a varied and engaging sound experience.



# Learning and Teaching – Month Ahead

## Transdisciplinary Language:

Students will continue with descriptive writing, focusing on various grammar concepts which will be used to enrich their language to create a clear and engaging image in the reader's mind.

The students will make connections with figurative speech and create poems like personification, consonance.

The students will understand that Figurative speech refers to language that uses figures of speech to convey meaning beyond the literal interpretation of words.

## Transdisciplinary Math:

Students will make connections with the strand of Measurement, noting that wavelength is typically measured in units of length, depending on the type of wave and its frequency. While discussing refraction, they will relate to the angle of reflection and make connections with angles, including the point of incidence, incident ray, normal line, and refraction. Through hands-on experiments and visual models, students explored how light reflects off surfaces at different angles and how sound travels and bounces depending on direction and shape.

These activities helped them make meaningful connections between science and geometry.

## Additional Language Hindi:

In September, students will focus on the letters from the 'ट वर्ग' [ट, ठ, ड, ढ, ण] through engaging stories built around these sounds. They will practice correct pronunciation and writing of these letters. Students will also learn to read and form words by combining letters from the क वर्ग, च वर्ग, and the newly introduced ट वर्ग. For oral expression, they will practice a Hindi song on colours and parts of the body.

## Additional Language Telugu:

Students will begin learning the days of the week in Telugu (ఆదివారం - శనివారం) through interactive activities such as storytelling with daily routines and rhymes or songs for easier memorization. They will also explore Telugu consonants ట, ఠ, డ, ఢ,ణ, త, థ, ద, ధ, న (Hallulu) to strengthen their reading and writing skills.



# Learning and Teaching – Month Ahead

Students will continue to build their vocabulary and will reinforce their learning through hands-on activities. These activities will make language learning joyful, engaging, and meaningful for every child.

## Hindi

In the month of September, students will be introduced to informal letter writing through *ekanki* (short play).

## Telugu

In September, students will practice word meanings, *vachanalu* (singular-plural forms), *vyathirekapadalu* (opposite words), question-answer formation, and sentence framing. They will also revise grammar concepts such as nouns (*nā mavāchakam*), pronouns (*sarvanāmanu*), verbs (*kriyā*), and adjectives (*visēṣaṇam*) through flashcard activities. In addition, students will learn poems from *Shathaka Padyalu* using the resource *Thene Palukulu*.

## French

In September, students will focus on the verbs *lire*, *dire*, and *écrire* to enhance their reading, speaking, and writing skills through a variety of engaging tasks and activities.

## Spanish

In September will introduce two of the most important and challenging verbs in Spanish: “*ser*” and “*estar*” (both meaning “to be”). Students will learn to distinguish between these verbs; different uses and contexts. The month will culminate in sentence-making activities (*formación de oraciones*) that will allow students to apply all their accumulated knowledge of vocabulary, grammar, and verb usage to create meaningful, complex sentences in Spanish. This will serve as an excellent assessment of their overall progress and readiness for more advanced Spanish concepts.



# Learning and Teaching – Month Ahead

## PE

In the upcoming weeks, students will extend their learning by exploring the long jump and relay race basics. They will also be introduced to field events such as the javelin throw, broadening their understanding of track and field athletics.

## Visual Art

In the month of September t students are going to engage in Kirigami art and create their own shadow puppets as part of visual art. Through this, they will explore paper-cutting techniques and understand how shapes and light interact to form shadows, enhancing both their creativity and fine motor skills.

## Music

Moving into September, our focus will shift to the core musical elements of melody, rhythm, and tempo. Alongside this, students will also be introduced to the concept of Navarasa (the nine emotions). They will explore how emotions are expressed not only through music but also through stage lighting. By experimenting with different colored lights (Navarasa lights), students will understand how concerts and performances use both music and light together to create powerful emotional experiences for the audience.

## Drama

In September, students will explore mime techniques such as the Balloon Fix Point exercise, creating illusions of size, shape, and weight, and combining expressions with movement to build short group stories



# Learning and Teaching – Month Ahead

## Dance

In September, students will continue their semi-classical dance training through the Navarasa. They will practice expressing emotions such as joy, courage, compassion, and peace through coordinated movements, facial expressions, and graceful storytelling. The focus will be on refining expression, enhancing stage presence, and completing the semi-classical choreography, helping them integrate technique with emotional depth. and confidence in group dance work.

## Space Lab

They will discuss (September) – a transparent model of a rocket that will show the internal components of each part, helping them understand how the rocket will function.

## ICT

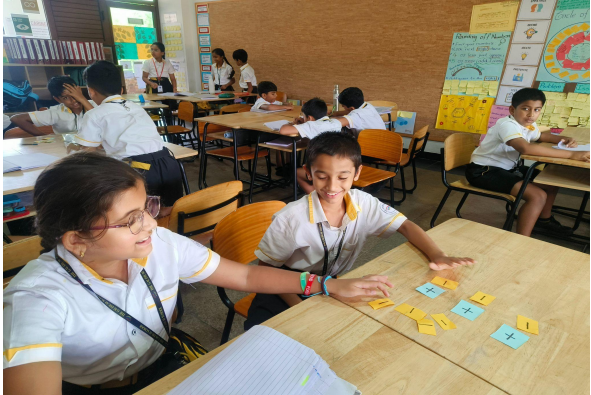
Students will explore Tinkercad, a hands-on 3D design tool, and will begin designing road safety elements such as traffic signals. By applying the steps of the design thinking process, they will brainstorm ideas, plan, and create functional as well as innovative solutions. This activity will encourage creativity, problem-solving, and practical application of their learning, while helping them understand how technology can be used to address real-world challenges.



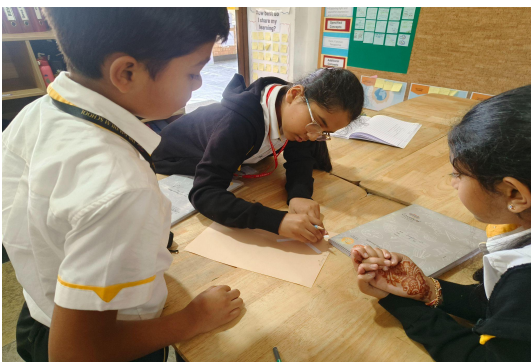
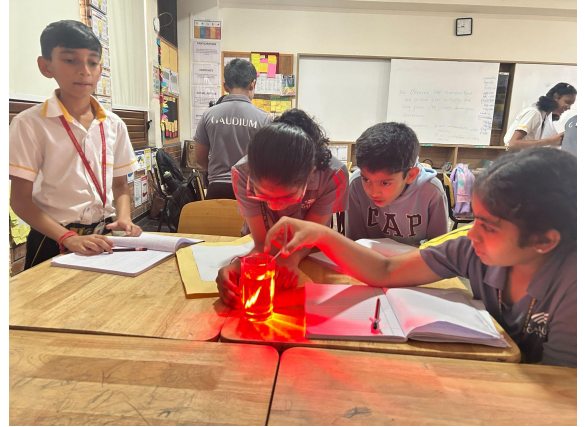
# Field Visit To Birla Science Museum



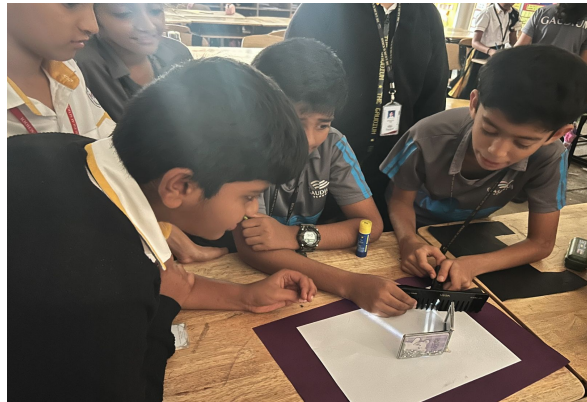
# Play with Integers: Plus & Plus = Plus, Plus & Minus = Minus – Compare the numbers, the bigger sign wins!



# In Class experiments with light and sound



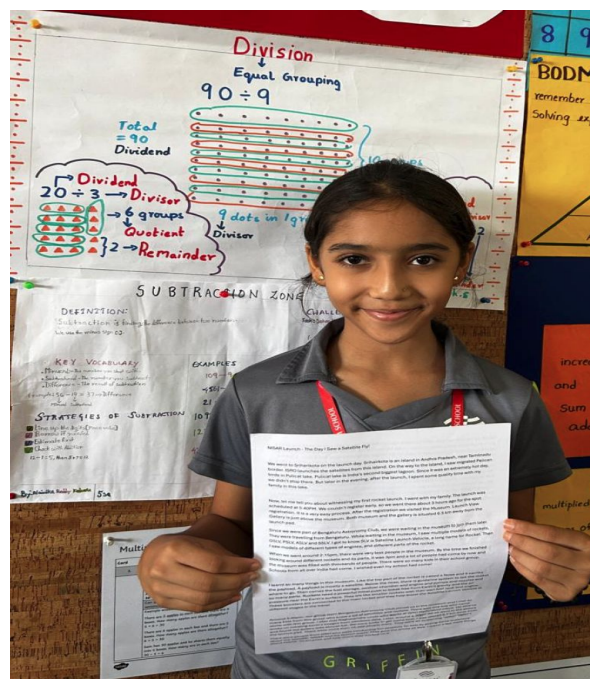
# In Class experiments with light and sound



# Curiosity to Creativity, Ideas to Action!

## Student Initiated Action:

Vindhya from 5TB explored foods from different places during her vacation. As a student-initiated action, she created a recipe book titled *Quick Cruncha and Healthy Snacks*, which aligns with the PYP Action components of Advocacy and Lifestyle Choices. She shared her recipe book with her peers during the assembly, as well as with the PYP Coordinator and the Head of the School. Once a copy is available, it will also be kept in the library for reference.



Aadhya Hegde from Grade 5SA had the wonderful opportunity to visit **Sriharikota** and witness the launch of a satellite. Inspired by this experience, she reflected on what she learned and shared her excitement with her friends. By spreading awareness about the importance of space exploration and satellite technology, Aadhya demonstrated **advocacy as action**, inspiring her peers to appreciate how science contributes to progress and well-being. She connected with the UN SDG **3 – Good Health and Well-being** and **SDG 9 – Industry, Innovation, and Infrastructure**: Students saw how satellite technology supports healthcare, disaster response, and sustainable development, linking innovation to human well-being.



# Happenings Month Ahead

| Events                             | Dates                          |
|------------------------------------|--------------------------------|
| Teacher's Day<br>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/>

