



P R I S M

Grade Nursery

August 2025-26



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



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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

Our mindfulness and well-being program is an integral part of daily life at school, enriching students' intellectual, moral, emotional, social, and physical development.



This month, students practised the **Tree Pose**, a yoga posture that promotes balance, stability, and focus. Through mindful breathing and steady concentration, they strengthened their legs and core while learning the value of patience and calmness in maintaining their posture.

School Philosophy – 5 Developmental Pillars

Core Values

Our five core values – Respect, Empathy, Integrity, Perseverance, and Gratitude—guide us towards happiness. This month, students focused on **Empathy** through a sorting activity, class presentation, and Empathy Day celebrations. They also made an *Empathy Flower*, with each petal showing ways to care for others. These activities helped students recognize feelings, respond kindly, and support one another.



Holistic Excellence

As part of our holistic excellence initiatives, various events were held, including a special Independence Day assembly. During the assembly, students celebrated their understanding of independence and explored the significance of the national flag and its colours through a hands-on takeaway activity.



School Philosophy – 5 Developmental Pillars

Global Leadership

Students took ownership of their learning through various activities. While engaging in different learning tasks, they demonstrated the communicator attribute of the learner profile by discussing their responsibilities at home and school during circle time.



Stakeholder engagement

As part of stakeholder engagement, we hosted a guest talk on our play unit. Parents shared how play has evolved from traditional games to modern toys. Students explored the differences, asked questions, and shared their own experiences, fostering appreciation for play across generations.



Learning and Teaching – This Month

Unit of Inquiry

Central Idea:

Play facilitates expression, feelings, ideas and new understandings.

Lines of inquiry:

- Purpose of play
- Imagination and creativity in play
- Different ways people experience and enjoy play

Specified Concepts

Function,
Connection,
Perspective

Attributes of Learner Profile

Risk-takers,
Communicators
Caring

Unit of Inquiry

Students reinforced their understanding of the first line of inquiry – the purpose of play – through pretend play, free play, water play, sensory walks, parachute play, and play with manipulatives. They were introduced to the second line of inquiry – imaginative play and different roles in play – by engaging in role-play activities and attending a guest talk by a parent who shared the differences between play in the olden days and today. They were also introduced to the third line of inquiry – different ways people experience and enjoy play – by exploring how play varies across countries and cultures, including differences in toys and games.



Learning and Teaching – This Month

Language:

Students were introduced to the letters **s, a, t, i, p** and **n** and had opportunities to explore them through activities such as sand tracing, water tracing, tracing with clay, and paper cut-and-paste activities. They also reinforced correct letter strokes and completed the first set of **Jolly Phonics** sounds – **s, a, t, i, p, n**.

Math:

Students were introduced to the numbers **1, 2, 3, 4**, and **5** using flashcards and by quantifying different objects orally. They practised tracing and forming numbers and reinforced their understanding of 2D shapes, such as triangles and squares, through hands-on activities and observations.



Learning and Teaching – This Month

Dance

Students explored the joyful world of Freestyle Dance, using imagination and movement to express themselves to music. They acted out their hobbies, played a lively Freeze Dance game, and watched a video showing how dancers tell stories without words. They also began learning basic steps like Step Touch, Marching, and Spin and Pose, while exploring how to dance right on the beat—building rhythm, confidence, and creativity through play.

Visual Arts:

Students continued with their journey of identifying the colors and relating them to objects they observe daily around them. They learnt differentiating the colors from one another. They identified the objects by color. The students found the objects and shared the color with their peers which helped them develop the communication skills. Students made the ganesh idols on the occasion of ganesh chaturthi.



Learning and Teaching - This Month

Drama

Children were introduced to a story with two characters. They explored the story using voice and body language to bring the characters to life. The dialogues were practised along with movement to make the performance more engaging. Elements of the story, such as the characters, the title, and the moral, were also introduced and discussed.

Music

Students will learning to sing Rhymes along with Guitar and Keyboard. They will be learning Rhythm counting in 4/4 and clapping on the first count. They will be singing the first 5 notes of the Scale C D E F G (Do Re Mi Fa So).



PE

This month, students will inquire into the skills of Running and jumping.

- Students will understand the benefits of on-the-spot running, straight run and zig zag running.
- They will understand the benefits of on-the-spot jump.
- Develop awareness of the correct body posture running
- Head aligned and eyes forward
- Straight spine
- Relaxed shoulders
- Arm and leg coordination



Learning and Teaching - This Month



Students involving in hands on learning learning and role play.



Learning and Teaching - This Month



Students involving in sensory play and movement.



Learning and Teaching - This Month



Students involving in various learning engagements reflecting **Holistic Excellence.**



Independence Day Celebration



Students celebrating Independence Day!

Learning and Teaching – Month Ahead

Unit of Inquiry

Central Idea:

People play different roles for the safety and wellbeing of communities they belong

Lines of inquiry:

- Various communities we belong to
- Roles of people who are part of our communities
- Our responsibilities towards community's safety and well being

Specified Concepts

Form
Function
Responsibility

Attributes of Learner Profile

Risk taker
Balanced
Thinker

Unit of Inquiry

Students will be introduced to the second unit of inquiry, “How We Organize Ourselves”. In this unit, students will inquire into how people work together and help each other in their communities. They will become aware of the roles and responsibilities of individuals within these communities. Through fun activities, stories, and discussions, they will explore different jobs, roles, and how things are organized around us. This will help them understand how we all play a part in making our community a better place. They will also explore how these roles contribute to the overall well-being and sustainability of the community and will develop an understanding of the interdependence of community members.



Learning and Teaching – Month Ahead

Language

Students will be introduced to the second set of Jolly Phonics, focusing on new letters. Through engaging activities, songs, and playful exercises, they will learn the sounds associated with these letters to enhance their phonemic awareness. They will also practise letter formation and expand their vocabulary through storytelling and picture discussions, making learning both enjoyable and effective.

Math

Students will continue practising oral counting with additional numbers while also focusing on number formation. They will be introduced to tally marks as a fun way to represent and count objects, enhancing their understanding of numbers and counting skills.



Learning and Teaching – Month Ahead

Visual Arts

As the learning process, the students will be assessed of their learning of colors and will be introduced to the types of art printing by using different objects as stamps to create their artworks.

Drama:

Students will independently explore the characters using objects, tapping into their imagination and creativity. The story performance will be presented through the play method or object theatre, allowing them to bring the story to life in a playful and imaginative way.

Music

Students will be learning the song “Wimoweh” along with actions .They will be learning to sing along with keyboard and guitar. They will be learning vocal exercises on 5 notes (Do Re Mi Fa So) and rhythm clapping for 4/4 timing.



Learning and Teaching – Month Ahead

Dance

They will begin learning basic steps like Step Touch, Marching, and Spin and Pose, while exploring how to dance right on the beat - building rhythm, confidence, and creativity through play.

PE

This month, students will inquire into the skills of jumping and throwing.

- They will explore and understand the benefits of forward jump using 6 - inch hurdles and ladder drills.
- They will explore and understand the benefits of overhand throwing.



Happenings Month Ahead

Event	Date
Teachers Day Celebration	5 th September, 2025
Literacy Day Celebration	8 th September, 2025
Student Led Conference	13 ^h September, 2025

Our website:

<https://www.thegaudium.com/>

Events link:

<https://www.thegaudium.com/at-the-gaudium/gaudium-events/>

Facebook : For daily updates please like the page.

<https://www.facebook.com/thegaudiumschool/>

