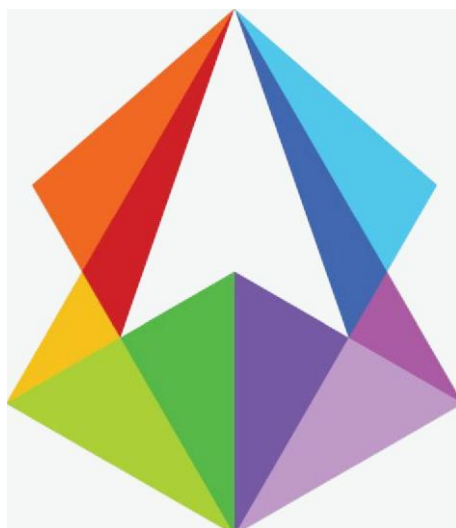




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Sculpting happy minds



P R I S M

August 2025
Grade – Nursery



Message from the Director



My dear students, teachers, parents, senior leadership and pedagogical leadership team. Firstly I would like to appreciate each and every student who has been nominated and has gone through this rigorous election process. I would now take this privilege to congratulate each and every elected member of the Gaudium Student Council. A Big congratulations to you and your parents. Your dedication, hard work, and commitment throughout the election process is indeed commendable. Each of you has demonstrated a strong sense of responsibility and a genuine desire to serve your fellow students in order to make our school a better place.

As you embark on this journey of leadership, I would like to share with you a powerful concept - the "broken window theory". Broken Window Theory is a criminological theory that suggests that visible signs of neglect in an environment—such as cracked or broken windows, graffiti, litter etc can encourage more serious crimes to happen. It teaches us a powerful truth that when we ignore small problems, we invite bigger ones. Imagine walking past a building. One of the windows is cracked or broken, but no one fixes it. A few days later, you notice more windows are shattered, maybe even some graffiti on the walls. Slowly, the building begins to look abandoned. That's when more serious damage begins to happen - vandalism, littering, and even crime. Why? Because when one small problem is ignored, it sends a message that "No one is watching, no one is in charge, no one cares.". Thus signalling that rules don't matter and you can get away with it. Originally this theory was used to understand and discourage crime in cities by applying zero tolerance policy and keeping neighbourhoods clean and orderly.



Message from the Director

This theory is just as important for us - in our schools, our communities, and even in our personal lives. We are all used to so much procrastination in our daily lives. We keep delaying tasks even when we know there might be negative consequences. Jeff Bezos once said, "Stress doesn't come from hard work. Stress comes from not taking action over something you can have some control over."

The moment you delay something you're capable of doing, it lingers in your mind. Your brain keeps it in the background as an "open loop," which causes mental clutter. When you postpone a task, the pressure doesn't decrease, it builds. Deadlines approach, and the unfinished task becomes more intimidating. When you finally rush to finish it at the last minute, you compromise quality, sleep, and peace of mind. This creates a stress cycle.

What we infer from procrastination and broken window theory is that when small problems are ignored or postponed, they give rise to stress and grow into bigger ones. But you as leaders have the power to flip the script. Great leaders are not those who wait for the spotlight. They're the ones who notice a broken window and quietly, consistently, fix it. Not for applause. Not for attention. But because they care. Your role is not just to manage events or wear a badge. It's to build a culture, a culture where respect, responsibility, and pride in our school are visible in our everyday actions. It's about doing what's right even when no one is watching. It's about being the first to fix a broken window, so others don't break another.

So today, I ask you: What are the "broken windows" around you?

Is it the classmate who's being bullied while everyone turns away?

Is it when someone vandalizes a wall or scribbles on a desk, and we ignore it?

Or when the school bell rings and some students still loiter in the corridor, ignoring the class? Each of these may seem small. But when ignored, they send a silent message: "It's okay. No one cares."

Be the leader who changes that message. Be the one who steps in when someone's hurt. Who speaks up when others stay silent. Who leads by example, whether it's walking into class on time, or treating every person and space in school with respect.

I wish you all the very best and hope you all will be leaders who take action and fix things early to create a positive environment and tell everyone around that We care, This place matters, We matter.

Thankyou.



Message from the Center Head

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

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



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



Message from the Center Head

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

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

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

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

Thank you ,



School Philosophy- 5 Developmental Pillars

Holistic Excellence

As part of holistic excellence, students participated in engaging read-aloud sessions where they listened attentively to stories during their reading time. They thoroughly enjoyed the experience and shared reflections on their favorite parts of the stories. In addition, as part of life skills, students learned practical activities such as tying shoelaces and wearing shoes, guided by their teachers and supported by their peers.



School Philosophy- 5 Developmental Pillars

Core Value

The core value of the month is 'Empathy'. Empathy was fostered through various approaches. The students discussed the meaning of empathy, watched stories that illustrated it, and shared real-life examples of when they had shown empathy. They also participated in the 5 days of kindness week. They made a thank you card for the support staff to show their gratitude.



School Philosophy- 5 Developmental Pillars

Mindfulness & Well-Being - Students engaged enthusiastically in various mindfulness exercises such as Pinwheel Breathing, The Superman Pose, Shark Fin Breathing, Volcano Breathing, and The Wonder Pose. They practiced each technique with focus and curiosity, noticing how their bodies and minds responded. Laughter and joy filled the room as they explored movement and stillness together. These activities helped them build self-awareness, calm their thoughts, and boost their confidence.



School Philosophy- 5 Developmental Pillars

Global Leadership- Learners enthusiastically participated in the Independence day celebrations. They were excited to make the Indian flag through free art. They continued to demonstrate and develop the attributes of the Learner Profile and ATL during the unit of inquiry. Learners were also engaged in choosing the tasks they would like to update in their portfolio and shared the reasons for their choice.



School Philosophy- 5 Developmental Pillars

Stakeholder Engagement- As a part of stakeholder engagement facilitators are making weekly mentor calls to inform the progression of the students. Various events were conducted to promote stakeholder engagement like SLC where students celebrated their learning along with their parents and teachers.



Learning and Teaching – Month Review

Unit of Inquiry - How we express ourselves

Transdisciplinary Theme: Play

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

Key concepts

Function,
Connection
Perspective

Unit of Inquiry - The students tuned into their second Unit of Inquiry, "How We Express Ourselves." As part of the provocation, they had personal time in the play area and various stations, which led them to the word "play." They explored their feelings before and after playtime, by sharing details about who they enjoy playing with, where they like to play, and what they enjoy playing with.

Transdisciplinary Language :

Students were introduced to the letter a, t, and p from the first set of jolly phonics along with its sound and related objects using various videos, flash cards and images. Further they reinforced the letters through different learning engagements like thumb printing and physical games like treasure hunt, identifying the letters through hands on learning engagements. Students practice d letter formation through tracing.



Learning and Teaching – Month Review

Transdisciplinary Math :

Students explored the numbers 2, 3, and 4 through a variety of hands-on learning experiences. They practiced number formation by tracing in flour trays, sand trays, and notebooks, strengthening their fine motor skills and number recognition. To build number sense, students sequenced numbers from 1 to 4 and engaged in quantification activities using real-life objects and classroom manipulatives. These interactive engagements helped reinforce their understanding of numerical order and quantity in a meaningful and playful way.

Art :

Students continued with their journey of identifying the colours and relating them to objects they observe daily around them and differentiating the colours from one another. They have been identifying the objects by colour. The students have been finding the objects and sharing the colour with their peers to help them develop the communication skills and becoming partners in the learning by sharing their choice of learning. Students continued to explore different types of art by exploring the technique of Tear and Paste while creating their artwork for Independence day.

Drama:

Students practiced mimicking the sounds of various animals, students engaged in playful yet purposeful oral communication. This activity encouraged confidence in speaking, creativity in expression, and a deeper understanding of how sound conveys meaning.



Learning and Teaching – Month Review

Physical Education (P.E) -

Students explored the correct technique of walking and jogging . Students practiced toe walk on the straight path, zig-zag walking and jogging around the shapes with proper hand and leg movements. They explored the jogging skill and implement it in the lead up game. Students are being engaged through the following Balancing skills:- Balancing postures like :- 1) Airplane pose 2) Butterfly pose 3) Balance on one leg.

Music -

Students were introduced to Nature sounds(birds chirping, rain, wind). Students practiced the rain songs/ rhymes along with the teacher with the help of Electronic Keyboard. Students made a choice of the song/rhyme they learnt (rain song/rhyme) shared the reasons for their choice.

Dance -

Students engaged in learning various dance movements Body isolation movements (hands, legs, and head). Rolly polly, turn around, waving.



Learning and Teaching – Month Review



Students engaged in learning through various playful methods such as scientific experiments, role play, and measurement activities. They thoroughly enjoyed these experiences, played beautifully together, and developed strong communication skills in the process.



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Learning and Teaching – Month Review



The students enjoyed the phonic jingles and participated in a variety of engaging activities. They had fun making an igloo with cotton, creating a 'T for Turtle' craft using paper stamping, and taking part in many other hands-on learning experiences.



Learning and Teaching – Month Review



The students learned about numbers through engaging hands-on activities. These fun and interactive tasks helped them recognize numbers, count objects, and build early math skills in a playful and meaningful way.



Learning and Teaching – Month Review



Students explored different ways of communicating emotions through the toys.

Learning and Teaching – Month Review



Students explored different materials that can be used for colouring, primary colours and created their artworks.

Learning and Teaching – Month Review



Dance –Students practicing basic dance movements.

Music –Students learning natural sounds and artificial sounds with action songs®



Learning and Teaching – Month Review



PE-Students practicing simple jumping exercises, crab walking s & Jogging during their physical education classes.



Learning and Teaching – Month Review



During the Independence Day celebration, students enjoyed the special assembly, watched various performances, loved making tricolour crafts, and learned about the significance of Independence Day.



Independence day celebrations



Action



As part of their journey toward becoming independent and curious learners, students actively engaged in practicing essential life skills, such as wearing shoes independently.

In connection with their inquiry into the natural world, students explored the process of germination. Through observation and experimentation, they investigated how seeds sprout and grow, using real-life examples.



Learning and Teaching – Month Ahead

Unit of Inquiry Transdisciplinary

Theme: How we organize ourselves- Community Helpers

Central Idea: People play different roles for the safety and wellbeing of communities they belongs

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

Key concepts - Form
Function
Responsibility

Unit of Inquiry

Students will continue to show their learning and conceptual understanding gained during the inquiry with the end of unit assessment task. Students will tune into the second unit of inquiry under the theme "How we organize ourselves- Community Helpers

TD Language- Learners will revisit the lowercase letters along with the phonic sounds and related objects to enhance their phonics awareness.



Learning and Teaching – Month Ahead

TD Math -

Students will revisit numbers 1 to 4, reinforcing their understanding through engaging activities that emphasize quantification and sequencing. By using real-life objects, manipulatives, and visual aids, learners will deepen their grasp of how numbers relate to quantity and order, strengthening both recognition and number sense.

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

Music - Students will be introduced to soft /loud sound. Students will practice--
-5 little ducks, family finger, head shoulders rhymes along with the teacher with the help of Electronic Keyboard. Students will make a choice of the song/rhyme they learnt, share their reason for the choice made and students will demonstrate Approaches to Learning Skills.

Drama - Learners will participate in activities that involve imitating sounds and actions, guessing meanings, and identifying emotions or intentions. These exercises will help them practice active listening and expressive speaking. Students will explore how facial movements convey different emotions.



Learning and Teaching – Month Ahead

Physical Education

Students will develop balance in movement by practicing how to hold objects on different body parts while moving from one place to another. They will also explore hopping skills and understand the correct technique of hopping.

Dance

Students will engage in activities that promote wide body movements and effective use of space. They will participate in various locomotor exercises, such as walking, running, jumping, and skipping, while incorporating expansive gestures that encourage full-body coordination. Through these dynamic experiences, they will build confidence, improve motor skills, and learn to express themselves through movement in a playful and purposeful way.



Happenings Month Ahead

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

Our website:

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

Events link:

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

Facebook : For daily updates please like the page.

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