



P R I S M

Grade PP1
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



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 little learners explored mindfulness through calming activities like mindful breathing, walking, and observation. These practices helped them slow down, focus, and connect with their surroundings while building skills such as emotional regulation, empathy, and gratitude. Simple activities at home—like breathing with a soft toy on the tummy or sharing “three good things” at bedtime—can strengthen this habit. By focusing on well-being, children are learning to balance emotions, show kindness, and make thoughtful choices, building confidence, resilience, and joy in learning.



Core Values

Our five core values—Respect, Empathy, Integrity, Perseverance, and Gratitude—guide our learners in building a strong moral foundation and finding balance between their inner and outer worlds, fostering happiness and personal growth. This month, we focused on the core value **Empathy**. Through role-play, picture books, and group discussions, children learned to recognise and understand the feelings of others. They explored how simple acts of kindness, active listening, and offering help can make a positive difference in someone’s day. These experiences are helping our learners develop compassion and build stronger, more caring relationships.



School Philosophy – 5 Developmental Pillars

Stakeholder engagement

We value strong partnerships between school, families, and the community to support each child's growth. As part of enriching experiences, a guest artist conducted a Mime session where children explored emotions through expressions, gestures, and movement. The activity sparked curiosity and reflection, enhancing their communication, social, and self-expression skills. Such collaborations create joyful and authentic learning opportunities for our learners.



Global leadership

The students enthusiastically participated in the special assembly for Independence day where they spread the aura of 'Patriotism.' As part of the Global Leadership Programme, students co-created essential agreements that fostered respect, responsibility, and collaboration. These agreements empowered learners to take ownership of their actions and decisions, reflecting the principles of global leadership—working together, valuing diverse perspectives, and making a positive impact on both local and global communities.



School Philosophy - 5 Developmental Pillars

Holistic Excellence

Holistic excellence nurtures every aspect of a child's growth—intellectual, emotional, social, and physical—empowering them to become confident and well-rounded individuals. On August 5th, children visited Daisy Dale Farm Park, where they explored domestic animals, enjoyed rides, and had fun in the play zone. The trip sparked joy and curiosity while connecting classroom learning with real-world experiences.



Learning and Teaching – This Month

Unit of Inquiry:

How we express ourselves

Central Idea: Our experiences, thoughts and feelings influence the way in which we express ourselves.

Lines of inquiry:

- Exploring different emotions
- Role of emotions in expressing ourselves
- Understanding our own and others' emotions helps us connect

Specified Concepts:

Form

Function

Responsibility

Attributes of Learner Profile:

Communicator

Open-minded

Balanced

Unit of inquiry:

Students engaged in an Emotion Wheel activity where they explored emotions such as happy, sad, excited, surprised, and angry. Each child identified these emotions and reflected on real-life situations where they had experienced them. Students had a wonderful experience at the theme park! They were full of excitement as they explored all the fun rides and activities. They experienced many different emotions, from joy to surprise, and showed great enthusiasm throughout the day. As part of their learning, students participated in a Mime Act session, which enabled them to recognize how self-expression can take place without spoken words. In addition, students had the opportunity to watch the movie "Inside Out" in a theatre-like setting environment created in the EY MPH. This activity further deepened their awareness of emotions and perspectives.



Learning and Teaching – This Month

To consolidate their learning, students reflected on their experiences by creating personal Emotional Journals, showcasing their individual understanding of emotions and self-expression. This activity further deepened their awareness of emotions and perspectives. To consolidate their learning, students reflected on their experiences by creating personal Emotional Journals, showcasing their individual understanding of emotions and self-expression. Through these engagements, students developed an understanding that recognizing their own emotions and empathizing with others helps in building stronger connections. This learning reflected their sense of responsibility towards themselves and others at the end of the unit, while fostering the IB Learner Profile attributes of being caring, reflective, and communicators. It also enhanced their Approaches to Learning (ATL) skills, particularly in the areas of social skills, self-management, and communication.

Transdisciplinary Language

Our young learners had an exciting time discovering the letters Tt, li, Pp and Nn (both uppercase and lowercase) through Jolly Phonics. Using stories, songs, flashcards, and images, they explored each letter's sound and related objects. They practised letter formations and connected them to real-life examples, making learning both engaging and meaningful. The children were also introduced to simple blending, where a and s form as, a and t form at, and s a t form sat. They enjoyed sorting and matching objects by their beginning sounds, further reinforcing their phonics skills. Adding to the excitement, they were introduced to the ORT books featuring the Robinson family, which are helping them expand their vocabulary and foster a love for reading. This joyful journey into letters, sounds, and words has truly sparked curiosity in our budding readers!



Learning and Teaching – This Month

Transdisciplinary Math

Students engaged in interactive math activities while exploring numbers and patterns. They reinforced their understanding of numbers 4 to 7 through rhymes, sand tracing, bead stringing, and matching numerals with quantities. They enjoyed counting everyday objects, tracing numbers in notebooks, and participating in number games that built accuracy and confidence. Creative hands-on tasks – like arranging beads, coloring sets of objects, and forming numbers with clay – strengthened both fine motor skills and number sense. Students were also introduced to patterns using colors, shapes, and objects. Through discussions, sorting, and arranging activities, they observed how patterns repeat and created their own using blocks, crayons, and stickers. These engaging activities encouraged children to think critically, recognize sequences, and apply mathematical concepts in meaningful, playful ways.

Art

Students continued to explore printing by creating artworks using handprints and vegetable prints. Students co-constructed the assessment task and criteria with the facilitator to show their learning of the printing technique. Students created an artwork related to their surroundings and used the printing technique of their choice (Fingerprinting/hand printing/vegetable printing/object printing) to show their learning. Students made the clay Ganesh idols for the Ganesh Chaturthi.

Music

Students learned to sing the song *“Down in the Jungle.”*

Rhythm: They practiced the 4/4 rhythm through clapping exercises and by using percussion instruments to play the rhythm.

Melody: Students learned to sing the five notes in the scale *“Do Re Mi Fa So”* forward and backward, accompanied by the keyboard and guitar played by the teacher.



Learning and Teaching – This Month

PE

Students inquired into the skills of running and jumping. They learned the benefits of zig-zag running and the shuttle run. They also explored the benefits of on-the-spot jumping. Students developed awareness of the correct body posture while running—keeping the head aligned, eyes forward, spine straight, and shoulders relaxed. They practiced coordinating their arms and legs effectively.

Drama

Students practiced the story *The Lion and the Mouse*. They learned and rehearsed the dialogues, and to make the performance visually appealing, they used handmade paper masks of the lion and the mouse. Children identified the emotions of the characters and expressed them through voice modulation, body language, and facial expressions.

Dance

Our PP1 dancers are moving to the next level in Freestyle Dance by rhythm. Students are learning to express happiness, excitement, and energy through full-body movements and joyful expressions. We've introduced 8-count patterns (1-2-3-4-5-6-7-8), helping children develop musical timing, rhythmic memory, and spatial awareness. They are now practicing slightly more structured sequences like: Step Touch with Arm Swings March and Turn Spin and Pose with Levels (high/low) Clap and Step in Pattern.



Learning and Teaching - This Month



Students experiencing emotions through various learning engagements and fieldtrip.

Learning and Teaching - This Month



Building early literacy and numeracy skills.



Learning and Teaching - This Month



Students enjoying their Library, Drama, Dance, Art, PE and Music classes.

Independence Day Celebration



Students celebrating Independence Day!



Learning leads to meaningful Action



Students are reflecting everyday on 'How am I feeling today?' using the Emotions Bookmark, sharing the reason of their feeling and sharing ideas to overcome the negative emotions.



Learning and Teaching – Month Ahead

Unit of Inquiry:

Who we are

Central Idea:

Our senses help us to explore the world around us

Lines of inquiry:

- Sense organs and their purposes
- Way we use senses to connect to the world around us
- Actions that impact the functioning of our sense organs

Specified Concepts:

Function

Perspective

Causation

Attributes of Learner Profile:

Inquirer,

Caring,

Communicators

Unit of Inquiry

Students will tune into their second Unit of Inquiry, “Who We Are.” They will explore how our senses help us to understand and connect with the world around us. Through various learning engagements, students will inquire into the role and purpose of each sense organ, the different ways we use our senses to interact with our surroundings, and the actions that impact the functioning of our sense organs. This unit will allow them to make meaningful connections between their everyday experiences and their understanding of themselves.



Learning and Teaching – Month Ahead

Transdisciplinary Language

Students will explore new words by blending the first set of Jolly Phonics letters – Ss, Aa, Tt, Ii, Pp, and Nn. They will also begin learning the second set of letters, identifying beginning sounds and matching them with related objects. Through sound association, tracing, and letter formation, they will strengthen their phonics skills. They will also create new words using blends from these letters. Fun activities such as stories, jingles, and picture talks will further enrich their vocabulary and make learning an enjoyable experience.

Transdisciplinary Math

In the coming month, students will explore numbers 8 and 9 and continue reinforcing numbers 1 to 9 through a variety of fun, interactive, and developmentally appropriate activities. Alongside this, they will also engage in exploring and creating patterns, which will further strengthen their understanding of number concepts, sequencing, and confident early numeracy skills.

Art:

Students will continue to explore different types of art by exploring the technique of tearing and pasting. Students will explore the ways of creating an artwork by sticking different materials. Students collect the leaves and twigs and create an artwork by arranging and pasting them.



Learning and Teaching – Month Ahead

Music

Students will be learning the song “You are my sunshine”
Rhythm: They will be learning 4/4 rhythm on the students will be learning to clap and play percussion instruments to play the Rhythm Melody: Students will be learning to the 5 notes exercises in the Major Scales “Do Re Mi Fa So” along with keyboard and guitar (Played by the teacher)

PE

Students will inquire into the skills of jumping and throwing. They will explore and understand the benefits of forward jumping using 6-inch hurdles and ladder drills. They will also explore and understand the benefits of overhand throwing.

Drama

Students will learn about the basic elements of drama such as character, setting, voice modulation, body language, and facial expression. They will work in groups to rehearse and present the story The Lion and the Mouse, exploring different ways to bring the characters and events to life. Through this process, they will express the emotions of the characters, use appropriate voice modulation, coordinate their body movements, and work together as a team.



Learning and Teaching – Month Ahead

Dance

Our PP1 dancers will extend their freestyle dance skills by exploring levels in movement—dancing high, medium, and low to show different dynamics. Building on last month’s rhythm and 8-count patterns, learners will gain confidence in moving with music and expressing their feelings while dancing. They will practice sequences such as: Step Touch with Arm Swings (adding direction changes) March and Turn (with high and low arms) Spin and Pose at different levels (high jumps, low crouch poses) Clap and Step Patterns with floor movements.



Happenings Month Ahead

Event	Date
Teachers Day Eid Milad-un-Nabi	5 th September, 2025
Literacy Day Celebration	8 th September, 2025
Student Led Conference	13 ^h 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.

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