



P R I S M

Grade PP2

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



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

Students and teachers engaged in fun and calming mindfulness activities this week. They shared Heartfelt Phrases with themselves to feel positive, enjoyed Bubbles of Gratitude by imagining bubbles filled with happy thoughts, and practised Balloon Breathing to relax their bodies and minds.



School Philosophy - 5 Developmental Pillars

Stakeholder Engagement:

This month, we conducted a Parent Orientation for the new Unit of Inquiry, where families were introduced to the central idea, lines of inquiry, and key learning engagements planned for students. Mentor Calls were also held to share updates on each child's academic progress and discuss next steps in their learning journey.



Core Value:

This month, students explored the core value *Empathy*. They listened to stories and watched short videos to understand what it means to put themselves in someone else's shoes. Through role-play and class discussions, children shared moments when they felt happy, sad, or upset and thought about how others might feel in those situations. They also practised showing kindness and support to their friends. These activities helped students learn that empathy means caring about others' feelings and responding with compassion, which builds stronger and more positive relationships.



School Philosophy – 5 Developmental Pillars

Holistic Excellence:

As part of their journey toward holistic excellence, our PP2 students enhanced their early literacy skills through Jolly Phonics, blending practice, and Oxford Reading Tree (ORT) sessions. They actively engaged in inquiry-based learning by asking thoughtful questions, exploring new ideas, and connecting their experiences to the learner profile attributes. They also took part in a Life Skills session on the theme “Get Ready for School”, where children enthusiastically practised essential self-help skills that promote independence and responsibility in their daily routine. To extend the experience, a 21-day Life Skill Tracker was shared with students to encourage consistent practice at home. The celebration of Independence Day was filled with joy and patriotism as children dressed in colorful state costumes and showcased unity in diversity through songs, dance, and a skit.



Global Leadership:

Students demonstrated agency by taking ownership of their learning. They constructed their end-of-unit assessment tasks and reflected on the meaning of the learner profile attributes. Through this process, they expressed curiosity, shared how they learn best, and made choices that guided their learning journey. Their active involvement in building understanding fostered leadership thinking and encouraged them to take responsibility for their growth as learners.



Learning and Teaching – This Month

Unit of Inquiry: How we organize ourselves

Central Idea: Transportation systems evolve over time to meet the needs of the community

Lines of inquiry:

- Features and purpose of transportation systems
- Decisions involved in using transportation
- Various changes in the transportation system

Key concepts:

Function, Perspective, Change

Learner Profile:

Reflective, Knowledgeable, Risk taker

UOI:

Students concluded their first Unit of Inquiry with an end-of-unit assessment, where they reflected on their learning and co-constructed the meaning of the learner profile attributes explored. Following this, they began their second Unit of Inquiry under the transdisciplinary theme How We Organize Ourselves. They tuned into the unit with a provocation mystery bag activity, where they picked different transport toys and picture cards, shared their observations, and co-constructed the meaning of transportation. They further inquired into different types of transport (land, water, and air) through sorting activities and reflected on how transportation has changed over time by comparing “Then” and “Now” modes of transport.



Learning and Teaching - This Month

Transdisciplinary Language:

Students were introduced to the **'ai'** and **'oa'** vowel sounds through Jolly Phonics. They practised identifying these sounds in words and applied blending techniques to read and write simple words containing the sounds. To reinforce their learning, students engaged in picture - word matching and word - building activities. They also created short sentences using sight words along with words containing **'ai'** and **'oa'**, which helped them gain confidence in reading and writing.

Transdisciplinary Math:

Students were introduced to numbers 100 to 170 through place value, with emphasis on understanding the hundreds place. They also learned to read and tell time (o'clock) using real-life examples. In addition, students explored 2D shapes, identifying and naming them through interactive activities. These tasks supported the development of their number sense, time concepts, and shape recognition skills.

Art:

Students continued to explore colors by making the secondary colors using the primary colors and used them appropriately in their artworks. Students differentiated the primary and secondary colors and used them to create a Rakhi. They inquired about the importance of colors and used them to color the national flag. Students made a ganesh idol using clay moulds. They learnt about the shapes and patterns, and understood why ganesh is special. They used their hands to press, shape, and create clay Ganesha.



Learning and Teaching – This Month

Dance:

Patriotic Spirit Through Freestyle Dance & Musical Counts. In August, our PP2 dancers are blending Freestyle Dance with a Patriotic theme, learning to express national pride through joyful and energetic movement. Using instrumental patriotic music, students are exploring how to show strength, unity, and celebration through dance. They are now working with 8-count musical patterns (1-2-3-4-5-6-7-8) to build rhythm, timing, and movement control. Students are learning structured freestyle combinations such as: Step Touch with Arm Swings (waving gesture) March and Salute (in time with the beat) Spin and Pose with Levels (symbolizing freedom and expression) Clap and Step in Pattern (group unity).

Music:

Students are learning to sing the songs “The more we get together” “Naana munna rahi hu” and “bhande mein tha dhum”.
Rhythm : They are learning 4/4 rhythm on which the students are learning clapping exercises and using percussion instruments to play the Rhythm
Melody : Students will be learning to sing the 5 notes in the scale “Do Re Mi Fa So” forward and reverse along with keyboard and guitar (played by teacher) in different Tempo (Speeds)



Learning and Teaching – This Month

PE:

This month, students inquired into the skills of running, jumping, and hopping. They understood the benefits of on – the – spot jumps, forward jumps, and lateral jumps, and also explored the benefits of hopping. Throughout the sessions, they developed awareness of the correct body posture during running, high knee action, and jumping, focusing on keeping the head aligned with eyes forward, maintaining a straight spine, relaxed shoulders, and proper arm and leg coordination.



Learning and Teaching - This Month



Building literacy and numeracy skills.



Learning and Teaching - This Month



Students involving in experiential learning engagements to deepen their conceptual understanding about "Transportation".



Learning and Teaching - This Month



Students involving in various learning engagements reflecting **Holistic Excellence** through special assemblies, clay modelling in visual art classes, reading in the library, developing theatrical skills in drama classes and through various other engagements



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Learning and Teaching - This Month



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



Learning and Teaching - This Month



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



Independence Day Celebration



Students celebrating Independence Day!

Learning leads to meaningful Action



Students made greeting cards and friendship bands while inquiring about "Relationships" with the teachers' support. As guided by the teachers, the cards and friendship bands were kept for sale, and students collected revenue, which will be used for helping the needy.



Learning and Teaching –Month ahead

Unit of Inquiry:

How we organize ourselves

Central Idea:

Transportation systems evolve over time to meet the needs of the community

Lines of inquiry:

- Features and purpose of transportation systems
- Decisions involved in using transportation
- Various changes in the transportation system

Key concepts:

Function, Perspective, Change

Learner Profile:

Reflective, Knowledgeable, Risk Taker

UOI:

In the upcoming month, our young inquirers will explore the features and purposes of transportation through stories, role play, outdoor activities, and reflections. They will learn about different types of vehicles – land, water, and air – along with their parts and uses. Students will also inquire into road safety, emergency vehicles, and the role of community helpers, while beginning to think creatively through simple design thinking activities. These engagements will help children understand how transportation supports daily life and keeps communities connected.

Transdisciplinary Language: Students will continue to explore group 4, 5 jolly phonics, CVC words, sight words and tricky words. Students will practice blending and engage in reading and writing simple sentences.

Transdisciplinary Math: Students will be introduced to numbers from 200 to 250, number names, the days of the week, the concept of greater than and less than, and quantification of numbers.



Learning and Teaching – Month ahead

Dance:

In September, our PP2 dancers will extend their freestyle dance skills by exploring high, medium, and low levels of movement. Learners will practise more structured freestyle sequences with added creativity, rhythm, and body control. They will work on sequences such as:

Step Touch with Arm Swings at Different Levels – reaching high and bending low to show contrast

March and Salute in Groups – moving together in circles and lines to strengthen unity

Spin, Jump, and Pose – exploring levels with expressive endings

Clap and Step Patterns – building group coordination and timing

Art:

Students will further inquire about the elements of art by exploring the next elements of art lines. They will identify different types of lines and their importance in creating the artwork.

Music:

Students will continue learning to sing the song “It’s a small world after all”

Rhythm: They are learning 4/4 rhythm on which the students are learning clapping exercises and using percussion instruments to play the Rhythm

Melody: Students will be learning to sing the 5 notes (Do RE Mi fa So) in the major scale along with keyboard and guitar (by teacher) in different Tempo.

PE:

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

They will also explore and understand the benefits of hopping.

They will also explore and understand the benefits of over hand throw and under arm throw.

They will also explore and understand the benefits of low catch.



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.

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

