



EDUCATE • ENRICH • ENLIGHTEN



P R I S M

August 2025
Grade – PP2



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.

Thank you.



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

Our PP2 students enthusiastically participated in a hands-on pottery session, exploring the art of shaping clay. They learned about the process of moulding and creating simple clay objects, enhancing their creativity, fine motor skills and sensory experiences while enjoying the joy of working with their hands.

Students confidently participated in the assembly, performing with enthusiasm and pride. They showcased their learning through songs, role-plays and creative presentations, highlighting the concepts they have explored in class. The performance not only reflected their understanding of the topics but also helped them build confidence, teamwork and communication skills. It was a joyful celebration of their growth and learning journey.



School Philosophy-5 Developmental Pillars

Core Value

Core value for the month- Empathy was explored through a variety of engaging activities. Students began by discussing the meaning of empathy, gaining a deeper understanding of its importance. They listened to stories highlighting empathetic behaviour and shared real-life examples of how they have shown empathy in their own lives. Through role-plays, reflections and class discussions, they learned how to recognize the feelings of others and respond with kindness, fostering a caring and compassionate classroom environment.



School Philosophy- 5 Developmental Pillars

Mindfulness & Well-Being

Students also practiced mindfulness through sense countdown (5-4-3-2-1 grounding exercise), reflected with a gratitude jar activity, and enjoyed a short session of deep relaxation. These mindfulness practices helped them become calmer, more focused, and aware of their own feelings while also understanding others better.

In this month's wellbeing session, PP2 students explored the value of empathy through games, stories, and art, learning to "put themselves in someone else's shoes." They also identified and expressed basic emotions like happy, sad, angry, scared, and surprised using words, gestures, and facial expressions. Students connected feelings to real-life situations and practiced calming strategies such as deep breathing and counting to five, using tools like the calm corner to manage emotions.



School Philosophy- 5 Developmental Pillars

Global Leadership-

Students enjoyed a special assembly to celebrate Independence Day, filled with patriotic spirit and enthusiasm. Early Years learners came dressed to represent various Indian states or as famous Indian achievers from fields such as sports, science, space, literature, and national leadership. The vibrant costumes and inspiring portrayals brought alive the stories of great thinkers and role models, making it a memorable celebration that honoured our nation's diversity and achievements.



School Philosophy- 5 Developmental Pillars

Stakeholder Engagement-

As part of our stakeholder engagement initiative, the Teacher-Parent Connect (TPC) sessions provided a valuable platform for open and meaningful communication between parents and teachers. Teachers shared insights about each child's learning progress, strengths and areas for further support, while parents contributed observations from home, leading to a deeper understanding of each child's overall development. These collaborative discussions strengthened the school-home partnership, ensuring that every child's learning journey is supported with care, consistency and shared goals.

In connection with our Unit of Inquiry, we also celebrated National Parent Day, where parents and students came together to bond through shared activities such as pottery, games and circle time. These joyful experiences created lasting memories, further nurturing the spirit of collaboration and strengthening the bond between school, home and the child's learning journey.



Learning and Teaching—Month Review

Transdisciplinary Theme: Who We Are

Central Idea:

Relationships can have an impact on our well-being

Lines of Inquiry:

1. Ways people connect to maintain relationships
2. Identifying and understanding reasons to have relationships
3. Responsibilities in maintaining relationships

Key concepts

Connection

Causation

Responsibility

Unit of Inquiry

As we progressed further in our unit on relationships, students explored a deeper and more personal aspect—their own responsibilities in maintaining healthy and meaningful connections. Through stories, discussions, role-plays, and collaborative activities, they reflected on the importance of kindness, communication, empathy, and support in building strong bonds at home, in school, and in the wider community. These reflections helped students recognize that relationships thrive when we take responsibility for our actions and treat others with care and respect. As we approached the conclusion of the unit, students participated in an End-of-Unit Assessment, where they demonstrated their understanding through creative expression and discussion tasks that brought together everything they had learned. Students were tuned into their new unit through interactive and fun activities. They came up with creative reflections that helped assess their prior knowledge, opening up the unit to deeper conceptual understanding. They also built their vocabulary in the process.



Learning and Teaching—Month Review

Transdisciplinary Language:

Students explored the elements of a story using characters, setting, and events by building a strong base for reading comprehension and early writing. Their reading skills were strengthened through reading comprehension activities with ORT books, where they used various tools and strategies to analyse characters, setting, and events. To deepen their conceptual understanding of story elements, they enjoyed a role play activity using puppets, bringing characters and settings to life. They also learned the concept of pronoun and their usage, to frame simple sentences. They also practiced family words with Group 3 Jolly Phonics sounds (g, o, u, l, f, b) and applied them effectively in both reading and writing through blending for reading and segmenting for spelling.

Transdisciplinary Math:

Students extended their understanding of number sequences beyond 100 using place value to explore bigger numbers. They practiced writing number names also with the help of a number line, they learned to spot which numbers come before, between, and after building their confidence in sequencing. They also explored 2D shapes, making real-life connections as they described their properties.

Art:

Students continued to explore colours by making the secondary colours using the primary colours and use them appropriately in their artworks. Students explored how to make secondary colours using 2 primary colours with different materials like pencils, crayons, oil pastels. Students differentiated the primary and secondary colours and used them to create a Rakhi. They inquired about the importance of colours and used them to colour the national flag. Students displayed their learning of colours by making the colours appropriate for their artworks. Students made a clay Ganesh using moulds. They discussed about the significance of clay Ganesh. They used their hands to press, roll, bend, swirl, and Mold to create their own Ganesh's. Students have now started exploring the next element of art—Lines. They identify different types of lines and their importance in creating the artwork.



Learning and Teaching—Month Review

Physical Education (P.E)

Students explored variation of jumps and learned the techniques of jump. They practiced –

- 1 Vertical jump
- 2 Lateral jump
- 3 Jump over the training hurdle.

Students have improved leg strength and implemented the jumps in lead-up activity.

Music

Students practiced vocal exercises in different scales, discussed about tune, students practiced doe a deer, family song, honge kamyab and discussed about patriotic songs and demonstrated Approaches to Learning Skills.

Dance

Students learned elements of dance (Action) like nod, shake, hand swing, knee lift, clap, roll and body postures.

Drama: Students explored and developed their imagination by creating stories

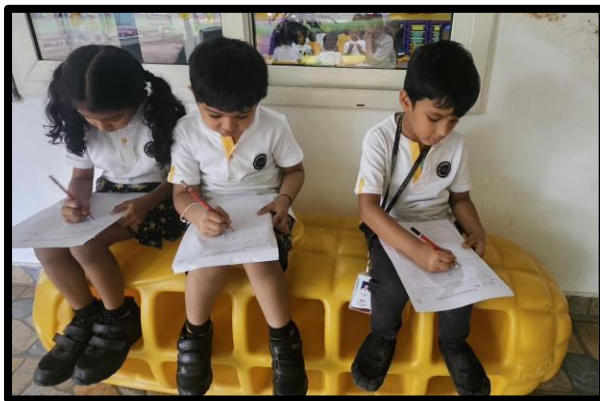


Learning and Teaching – Language



Language Students practiced CVC words with their buddies and also enacted a role play using the elements of a story to enhance their communication skills.

Learning and Teaching – Math

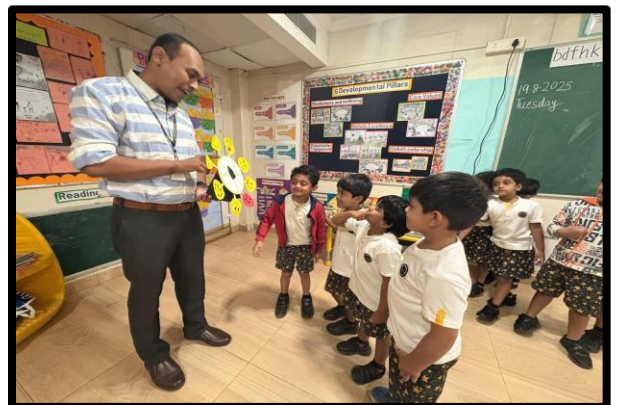


Math- Students engaged in learning numbers through different learning engagements.



Students explored models of different vehicles placed in a mystery bag by touching and feeling them. They shared their reflections, which helped develop their sensory skills and deepened their understanding.

Well-being



Well-Being Session- In the well-being session, students began to recognize and name their own feelings. They also learnt to identify things they like, can do well, or enjoy. This helped them to understand that everyone has different feelings, interests, and strengths.

Oxford Reading Tree



Students have begun exploring the ORT books with excitement, building confidence in reading and comprehension.

Pottery



Students engaged in pottery activities and crafted Ganesh idols, enhancing their fine motor skills, creativity, and hand-eye coordination.

Life Skills



Students show great excitement in Life Skills classes, where they are developing confidence, independence, and practical skills they can use in their daily routines.

Music



Students practiced vocal exercises in different scales and explore tunes and rhymes.

Dance



Students practiced dancing to different songs, which helped them improve their coordination and body movements.

P.E



Students explored different variations of jumps and learned the techniques of each jump. They have practiced them with focus and coordination.

Drama



Students confidently acted out short dialogues that reflected empathy, and they retold stories in their own words.

Library



Students were excited to be part of the library class, where they eagerly listened to the story, exploring the setting and characters.

Art



Students eagerly created friendship bands and Independence Day flags, activities that supported the development of their fine motor skills.

Celebrations



Students were very excited to celebrate Independence Day, dressed up as national leaders, and participated in a parade representing different states.

Field Trip



Students went on a field trip as part of our inquiry Transportation to explore different types of vehicles

Road safety



Students were shown traffic signals and learned how to follow them to stay safe on the road

Guest Talk



Students had a guest talk with a traffic police officer to gain awareness about safety and the traffic rules that need to be followed

Literacy Week



Students explored stories during Literacy Week, focusing on characters and settings, which helped develop their communication skills.

National Sports Day



On National Sports Day, students enjoyed playing different games

Learning and Teaching—Month Ahead

Unit of Inquiry

Transdisciplinary Theme:

How we organise

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

Perspectiv

e Change

Unit of Inquiry

Students will start making connections and understand the decisions involved in using transportation through various learning engagements. They will build their vocabulary in the process.

TD Language

Students will be introduced to long vowels, which will help them enhance their reading skills, blend words, and frame simple sentences using sight words and long vowels. They will also develop an understanding of question words (such as *who*, *what*, *where*, *when*, *why*, and *how*) and practice using them in context. Students will also participate in Show and Tell learning engagements. This will help them make personal connections, articulate their thoughts, and build confidence in expressing themselves.



Learning and Teaching—Month Ahead

TD Math

Students will explore and identify different 3D shapes, learning about their unique features such as edges, faces, and corners, and will connect them to real-life objects in their surroundings. They will practice arranging numbers in ascending and descending order, which will strengthen their number sense and understanding of sequencing.

Art

Students will further inquire about the elements of art by exploring the next elements of art “Shapes”.

Music

Students will continue to practice vocal exercises in different scales and know more about tune, students will practice doe a deer, honge kamyab and discuss about patriotic songs share their reflections with peers and teacher and demonstrate attributes of learner profile and Approaches to Learning Skills.



Learning and Teaching—Month

Physical Education

Students will explore manipulative skills through throwing. They will learn the techniques of overarm, underarm, and overhead throws, and practice using different objects to understand the application of force. Students will apply these skills in various lead-up activities.

Dance

Students will be learning freestyle dance and practicing body movements such as bending, running, jumping, knee lifts, handshakes, shoulder movements, and twists. They will also share their prior knowledge of dance elements, which helps them develop thinking skills and appreciate each other's perspectives

Drama

Students will recite poems and sing songs with rhythm and clarity. They will focus on voice modulation, expression, and enjoy the natural flow of words.



Action taken by PP2 students



Caring for friends, lending a helping hand, reading stories to little siblings, and sharing what we have – learning the joy of relationships!



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.

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

