



# P R I S M

Grade 1  
December and January 2025



# Message from the Founder and Director

Dear Parents,  
Greetings from the Gaudium!

Our theme for this year's Annual Sports day is "The Power of Possibility." Every child is born with an incredible sense of possibility or a natural belief that anything they dream of is achievable. This belief is powerful. It shapes how they see themselves, how they understand the world, how they face challenges, and how they grow emotionally, mentally, and socially. But today, there are many factors limiting this innate power and we as parents and teachers have to be extremely vigilant.

Children today are becoming increasingly emotionally sensitive, more anxious, more afraid of failure and in some cases as we are seeing in the news, they are even taking drastic steps when they are unable to cope. This makes it even more important than ever to build resilience, grit, and emotional strength in them from a very early age.

How do we do this? What are some of the essential approaches that we can take?

Number 1. We must refrain from shielding our children from every discomfort they face and refrain from solving their social problems. Children must be guided, corrected, and intentionally groomed by the adults around them. They need to experience the full range of human emotions from a young age like embarrassment, resentment, disappointment, failure, frustration, rejection, hurt, fear, anxiety, and even boredom. They must learn to accept these emotions as a natural part of life, something every human being goes through. When we shield them from experiencing these emotions, we unintentionally weaken their ability to face real-life challenges. Today, many parents rush to protect their children from the smallest discomforts like forgotten homework, missed deadlines, conflicts with friends, or small failures. are what truly shape emotional resilience. But every time we rescue them, we take away an important opportunity: the chance for them to feel the consequences of their choices, to cope with those emotions, and to learn how to take the next step forward.



We must allow children to experience discomfort instead of constantly shielding them from it. Discomfort is not harmful, it builds character. In fact, experiences, especially the difficult and uncomfortable ones.

Number 2. children need to be motivated to do hard things, even when they don't feel like doing them. They must learn that positive effort leads to positive outcomes through natural consequences. This is where real confidence is built and this will also lead to Discipline. Simple daily tasks like grooming themselves, completing homework on time, finishing what they started—may seem small, but they build mental strength, responsibility, and follow-through. A child who can function only when they are motivated will grow into an adult who crumbles under pressure. But a child who learns to do what is needed, even when it's difficult, grows into an adult who can persevere, take responsibility, and succeed. We, as parents and teachers, need to gently nudge children to take on difficult tasks according to their potential even when they don't feel like doing them.



# Message from the Founder and Director

Number 3. We must teach children to handle boredom. Today's children live in a world of constant stimulation—screens, entertainment, notifications, and instant gratification. The moment life becomes quiet, they panic. Give them space without screens. Let them sit. Let them think. Let them reflect. Let them build something with their hands or simply observe the world around them. This quiet space, this boredom is where emotional resilience truly grows. Children raised on constant stimulation cannot tolerate stillness. They mistake quiet for discomfort and rush to fill it. But children who learn to sit with boredom develop patience, creativity, problem solving, independent thought and inner strength. We, as parents and teachers, should encourage children to practice meditation, chanting, or any spiritual discipline that helps them to sit with themselves, think, reflect, and build the capacity to tolerate stillness.

Number 4, we must teach children to take responsibility for their actions. Owning their mistakes and learning to apologise sincerely teaches humility, reflection, and emotional maturity. When they admit mistakes without fear of shame and apologise with understanding, they learn humility, confidence, and emotional balance. This courage to own their actions will guide them throughout life. A child who can admit mistakes grows into an adult who does not run away from growth. Teaching responsibility builds emotional strength, self-awareness, and the courage to stand by one's actions.

Number 5. perhaps most importantly they need to hear the word “No.” Children must learn that not everything will be handed to them. Life will not always go their way and they must accept it. They need to face rejection, failure, and disappointment and learn to understand why it happened. Why was I rejected? Why did I fail? What can I do differently next time? When children learn to process these emotions, they develop resilience, clarity, and inner strength. Saying “No” is not being harsh—it is preparing them for the real world. A child who learns to accept “No” becomes an adult who can handle setbacks without breaking.

All these approaches help children to believe in the power of their possibility that they can do hard things. They can handle discomfort. They can grow. They can try again. And that they can become more than what they are today. And most importantly, they stop getting shaken by small failures, insults, conflicts, disappointments, resentments, or setbacks. Instead, they learn to rise, reset, and move forward with strength.

As Educators and teachers, we are committed to reinforcing these values in school. But for children to truly benefit, it is vital that parents echo the same principles at home. We need to speak the same language, uphold the same boundaries, and model the same expectations. This is a partnership. Together, as co-parents in their growth especially since children spend nearly 60–70% of their waking hours with us.

Let us raise children who are not afraid of emotions, not afraid of effort, not afraid of failure.

Let us raise children who can stand strong, think clearly, choose wisely, and act courageously.

Kirthi Reddy  
Founder and Director



# Message from the Center Head

Dear Parents,

The months of December and January provided students with a range of meaningful learning experiences that supported their academic, physical, social, and emotional development, in alignment with the IB philosophy and Approaches to Learning skills.

In December, the highlight of the month was our Annual Sports Day, which served as an authentic platform for students to develop physical well-being while strengthening key ATL skills

Through participation in various events, students practised self-management skills such as perseverance, resilience, and emotional regulation as they faced challenges with confidence and determination. The events also encouraged social skills, as learners collaborated in teams, respected rules, and demonstrated fairness and sportsmanship. By communicating effectively with peers and teachers, students further developed their communication skills, showcasing confidence, clarity, and cooperation throughout the day.

In January, students engaged in rich cultural learning through the celebration of the Harvest Festival. This experience encouraged learners to develop research and thinking skills as they explored the significance of harvest traditions, agricultural practices, and the role of nature in sustaining communities. Students demonstrated social and communication skills by participating in discussions, sharing their understanding, and appreciating diverse cultural perspectives. The celebration fostered open-mindedness and caring, helping students recognise the value of gratitude, community, and respect for nature.



The month also included the celebration of Republic Day, which offered students opportunities to deepen their understanding of democratic values and civic responsibility. Through age-appropriate activities and discussions, learners strengthened their thinking skills by making connections between rights, duties, and responsible citizenship. Students practised communication skills by expressing their thoughts confidently and listening respectfully to others. The celebration supported the development of principled and reflective learners, as students considered their role in contributing positively to society.

Overall, the experiences across December and January enabled students to apply learning in real-life contexts while developing essential ATL skills. These engagements encouraged learners to become independent, responsible, and reflective, reinforcing the IB's commitment to nurturing lifelong learners who are equipped to face future challenges with confidence and empathy



# Professional Development

In alignment with the IB philosophy of assessment for learning, the school conducted a professional development session focused on strengthening assessment practices. The session supported teachers in understanding assessment as an integral part of the teaching and learning cycle, aimed at informing instruction and supporting student growth.

Teachers explored formative and summative assessments and reflected on the importance of timely, meaningful feedback in helping students develop agency and take ownership of their learning. Emphasis was placed on designing assessment tasks aligned to learning objectives and ATL skills, encouraging higher-order thinking and reflection.

Additionally, the teaching team attended professional learning sessions at Kollur on Bloom's Taxonomy and Visible Thinking Routines (VTR). These sessions enabled teachers to plan learning experiences that promote conceptual understanding, critical thinking, and make student thinking visible in the classroom.

The insights gained from these professional development initiatives will be embedded into classroom practice to ensure assessments are purposeful, learner-centred, and aligned with IB principles of deep and lifelong learning.



# School Philosophy- 5 Developmental Pillars

## Mindfulness & Well-Being

Students and teachers worked together as a learning community to participate in mindfulness and well-being sessions that supported self-regulation and holistic development. Through a variety of guided breathing strategies, mindful movement activities, sense-awareness tasks, and creative Mandala Art, students learned to calm their minds, manage emotions, improve focus, and develop body awareness. Activities such as breathing exercises, mindful listening, gentle movement, reflection, and relaxation helped students recognise their emotions, understand physical responses, and practice thoughtful, kind reactions in different situations. These sessions encouraged balance, empathy, and independence, empowering students to apply calming strategies in their daily school life and supporting their emotional, social, and physical well-being as part of their everyday routine.



# School Philosophy- 5 Developmental Pillars

**Core Values:** Learners developed an understanding that perseverance means continuing to try their best, even when learning new skills feels challenging. In the classroom, learners practiced perseverance while reading new words, writing sentences, and solving math problems. Teachers encouraged them to view mistakes as an important part of the learning process and to keep practicing with a positive attitude. To deepen this understanding, students explored the core value of perseverance through discussions, real-life examples, read-aloud stories, videos, and reflection activities. These learning experiences helped learners built resilience, confidence, and a belief in their own abilities.



# School Philosophy- 5 Developmental Pillars

**Holistic Excellence:** As part of our holistic learning approach, PYP students actively engaged in life skills activities that promoted overall development. Children practiced basic first aid skills, helping them understand safety, care, and responsibility in real-life situations. Through hands-on activities, students enhanced their fine and gross motor skills, strengthening coordination and confidence. In addition, goal-setting activities encouraged children to identify simple personal goals, fostering self-awareness, independence, and motivation. These experiences support the development of caring, confident, and capable learners, preparing them for everyday challenges in a meaningful and age-appropriate way.



# School Philosophy- 5 Developmental Pillars

## Stakeholder Engagement:

Our school continues to be a vibrant space where learning goes beyond the classroom and students actively engage in meaningful experiences. The students enthusiastically participated in Sports Day, where they showcased teamwork, discipline, resilience, and sportsmanship through a variety of events, highlighting the importance of physical fitness, cooperation, and healthy competition. The festive spirit continued with Christmas celebrations, during which students took part in joyful activities, songs, and creative expressions, spreading messages of love, kindness, and sharing. This was followed by Sankranti celebrations, where students learned about harvest festivals and explored the richness of different cultures and traditions, fostering respect for diversity and open-mindedness. To strengthen national pride and civic understanding, students also participated in Republic Day celebrations, where activities and discussions helped them understand the importance of the Constitution, unity, and their roles as responsible citizens. These experiences helped students develop confidence, cultural awareness, teamwork, leadership, communication skills, and a strong sense of belonging, reinforcing our commitment to holistic education and active stakeholder engagement.



# School Philosophy- 5 Developmental Pillars



# School Philosophy- 5 Developmental Pillars

## Global Leadership:

students enhanced their communication and thinking skills through interactive debates and quiz-based activities. Grade 1 explored simple “Would you rather?” discussions and “Think and Tell” quizzes connected to everyday choices and leadership ideas, helping them express opinions with confidence.



# School Philosophy- 5 Developmental Pillars

## Unit of Inquiry

### Transdisciplinary Theme:

How we express ourselves

### Central Idea:

People express their Culture in different ways

### Lines of Inquiry:

- Ways people express their culture.
- Impact of cultural practices and traditions on people's life.
- Our responsibility to respect and value cultural Differences.

### Key concepts:

Connection

Causation

Responsibility

### Unit of Inquiry:

Students continued exploring their Unit of Inquiry under the transdisciplinary theme “How We Express Ourselves.” Through this ongoing inquiry, students actively participated in Show and Tell sessions and Cultural Dress-Up Day, which provided meaningful opportunities to express their ideas, feelings, beliefs, and values through culture. These learning engagements supported the development of key IB concepts, particularly Form (what culture looks like), Perspective (how cultural expression can be different for different people), and Connection (linking personal experiences to cultural practices). Dressed in traditional attire, students confidently showcased their culture by presenting artefacts, decorative items, and objects of cultural significance, while sharing stories and explanations about their traditions. Students demonstrated student agency by making choices about what to present and how to communicate their cultural understanding. The experiences encouraged curiosity, effective communication, and reflection, while fostering respect for diversity and an appreciation of different cultures. Learners also developed important Approaches to Learning (ATL) skills, especially communication, social, and self-management skills, as they listened attentively, asked questions, and expressed themselves confidently. Through these engaging and authentic learning experiences, students strengthened their confidence and presentation skills and deepened their understanding of culture as an important form of expression, while growing as open-minded and confident learners.



# Learning and Teaching- Month Review

## **Unit of Inquiry:**

### **Transdisciplinary Theme:**

Sharing the planet

### **Central Idea:**

Waste impact life around us.

### **Lines of Inquiry:**

- Types of waste and its impact on all living things.
- Role of waste management system.
- Personal choices that creates or reduces waste.

### **Specified Concepts:**

Causation

Function

Perspective

### **Additional Concepts:**

Pollution

Environment

Sustainability  
choices.

## **Unit of Inquiry:**

Students began their Unit of Inquiry on Waste under the transdisciplinary theme “Sharing the Planet” in January. Through this inquiry, students explored how waste is created in their daily lives and investigated its impact on people, animals, plants, and the environment.

Guided by key PYP concepts, students explored Causation by examining why waste is produced and what happens when it is not managed properly. Through hands-on sorting activities and real-life examples, they learned about different types of waste—biodegradable, non-biodegradable, and hazardous—and their effects on all living things. The concept of Responsibility was developed as students learned about the 4 R’s—Reduce, Reuse, Recycle, and Refuse—and reflected on how their choices at school and home can help care for the Earth. Through Connection, students made links between human actions and environmental well-being.

These learning experiences encouraged student agency and supported the development of ATL skills, particularly thinking, research, and social skills, while nurturing caring and responsible learners who understand their role in protecting the environment and sharing the planet responsibly.



# Learning and Teaching- Month Review

## **Transdisciplinary Language:**

Students made meaningful transdisciplinary connections as they explored narrative writing across learning experiences. They inquired into sequencing words and the elements of a story, such as characters, setting, and events, to organise ideas clearly and logically. Through guided writing tasks, picture prompts, and shared storytelling, learners used the hamburger strategy to structure their writing with a clear beginning, middle, and end. Students also explored persuasive words to strengthen their narratives and express ideas more effectively. These language engagements helped learners communicate with clarity, develop confidence in writing, and apply their skills in meaningful, real-life contexts.

## **Transdisciplinary Math:**

Students explored subtraction with and without regrouping by making meaningful real-life and transdisciplinary connections. They related subtraction to everyday situations such as sharing, comparing quantities, and finding how many were left. Using place value strategies, number lines, drawings, and hands-on materials, students developed a clear understanding of the subtraction process. They also applied their learning through word problems, strengthening their ability to use subtraction strategies in real-life contexts. In addition, students explored data handling concepts by collecting data, recording it using tally marks, and representing information through bar graphs. These activities helped students organise, interpret, and analyse data meaningfully. Along with this, students inquired into calendar concepts such as days, weeks, months, and seasons, learning to read calendars, identify dates, and understand the sequence of time. Together, these learning experiences strengthened number sense, logical thinking, time awareness, and confidence in applying mathematical concepts independently.



# Learning and Teaching- Month Review

## **Physical Education:**

Students actively participated in a variety of athletics-based activities that focused on building physical fitness and teamwork. They learned about different races, including the 100m sprint, 400m relay race, and structured fitness drills, which helped improve their speed, stamina, coordination, and discipline. Relay races encouraged cooperation, communication, and team-building skills as students learned the importance of working together toward a common goal. In addition, students explored fundamental throwing skills by learning the correct techniques of gripping, stance, execution, and follow-through. They practiced underarm, upper arm, and overhead throws, which supported the development of strength, accuracy, hand-eye coordination, and overall motor skills.

## **Music:**

Students revisited the concepts of pitch, melody, and musical notes through a variety of engaging musical activities. They practiced familiar songs such as Hello Bonjour, the school song, the school prayer, and Una Paloma Blanca, helping them develop confidence in singing, rhythm, and voice control. Students were also introduced to different music genres and kinds of musical notes, allowing them to recognise variations in sound and style. Through these experiences, students made meaningful connections with Approaches to Learning (ATL) skills such as communication, listening, and self-management, while also reflecting learner profile attributes including confidence, collaboration, and appreciation of the arts.



# Learning and Teaching- Month Review

## **Art:**

Students explored various printing techniques using foam sheets, with a special focus on negative printing. Aligned with the transdisciplinary theme How we express ourselves and the key concept of Causation, students investigated how different factors such as shape, pressure, and ink application influenced the final print. This hands-on activity encouraged experimentation and observation, allowing students to make connections between cause and effect while developing problem-solving skills. Through this creative process, learners also strengthened their fine motor skills, artistic expression, and ability to think critically about how materials and techniques interact to create unique outcomes. The activity provided a meaningful opportunity for students to combine scientific inquiry with artistic exploration in a fun and engaging way.

## **Dance:**

Students have been developing their dance skills through a variety of full-body movements and gestures, including shakes, shimmies, jumps, turns, hand-leg coordination, and footwork. They learned to use props creatively to enhance their performances and also participated in mass dance drills in preparation for Sports Day. These activities helped students build coordination, rhythm, spatial awareness, and confidence, while encouraging teamwork and self-expression through movement.

## **Telugu:**

Students were introduced to the letters Ta, Tha, Da, Dha, Na, Pa, Pha, Ba, Bha, and Ma. Children were engaged in learning how to read and write these letters.

Revision of previously taught letters was also done.

Hands-on activities were conducted, and children actively participated.

Students also participated in festival celebrations.



# Learning and Teaching- Month Review

## Hindi:

Students have strengthened their understanding of Hindi letters “क से म” through a variety of interactive and engaging activities. They were familiarized with the letters य, र, ल, व and practised reading and writing simple two-letter and short words such as मन, धन, नभ, छम-छम, कप, तन, टब, which helped improve their letter recognition, reading flow, and confidence.

Students also listened to and retold the story “प्यासा कौवा”, supporting their comprehension, sequencing, and storytelling skills. In addition, they learned and enjoyed reciting the Hindi poem “मुन्ना लाया एक पतंग”, which enhanced their pronunciation and expression.

## French:

As part of our ongoing French language learning journey, students were introduced to places, general locations, and everyday spaces in French. This engaging unit helped learners expand their vocabulary while connecting language to real-life contexts they encounter daily. Through interactive discussions, visual aids, and oral practice, students developed confidence in identifying and naming different places around them in French.

Students began by learning general places such as l'école (school), la maison (house), le parc (park), l'hôpital (hospital), le marché (market), and la bibliothèque (library). Emphasis was placed on correct pronunciation, gender of nouns (le / la), and article usage. Learners practiced repeating words aloud, matching images with vocabulary, and using gestures to reinforce meaning, making learning both fun and memorable.

Moving further, students explored locations and places in the community, including la gare (railway station), le restaurant, le magasin (shop), le cinéma, and la poste. Simple sentence structures were introduced, such as “Je vais au parc” and “C'est près de l'école”, enabling students to use vocabulary in context. This encouraged them to speak in short, meaningful phrases rather than isolated words.

To deepen understanding, prepositions of place such as à, au, à la, and aux were gently reinforced through examples and classroom activities. Learners identified places on simple maps and described locations using visuals, supporting spatial awareness alongside language development.



# Learning and Teaching- Month Review

Overall, learning about places and locations in French has enriched students' language skills while broadening their understanding of the world around them—one word, one place, and one conversation at a time .

## **Spanish:**

The students immersed themselves in a vibrant learning experience focused on greetings and the lively "Hola Hola" poem. They engaged with bilingual stories that sparked their imagination and curiosity. The class diligently reinforced their understanding of both vowel and consonant sounds, exploring words beginning with the letters J, LL, Z, and Ñ. Through interactive activities, they practiced meaningful phrases and identified various objects within the classroom, enhancing their language skills in a fun and dynamic environment.

## **Compulsory Telugu:**

Students reinforced the story through guided discussion and picture support. They practised forming and speaking small Telugu sentences orally, which helped improve their listening, understanding, and speaking skills.



# Learning and Teaching- Language



Students explored narrative structure by identifying and sequencing key story elements such as characters, setting, and events. Through storytelling and creative writing experiences, they applied their understanding to create and share original stories. These learning engagements supported the development of communication and thinking skills, while building confidence in expressing ideas creatively.



# Learning and Teaching - Math



Students explored calendar concepts and data handling by collecting, organising, and representing information using pictographs, tally marks, and bar graphs. Through hands-on and real-life learning experiences, students applied mathematical understanding to meaningful contexts while developing problem-solving, analytical, and logical thinking skills.

# UOI



Students explored different types of waste through a provocation task and engaged in a hands-on inquiry by preparing a compost solution using a banana peel and water. They shared their observations and explained how the solution can be used to nourish plants, making meaningful connections to the central idea of caring for the environment. These experiences supported the development of thinking and communication skills while strengthening students' understanding of sustainable practices.



# Learning and Teaching-Additional language



Students explored the Hindi language through hands-on activities, strengthening their communication and thinking skills while actively constructing meaning through experiential learning.



# Learning and Teaching- Single Subjects



Students engaged in transdisciplinary learning through Art, Dance, Music, and Library, exploring concepts creatively and developing skills across multiple disciplines.



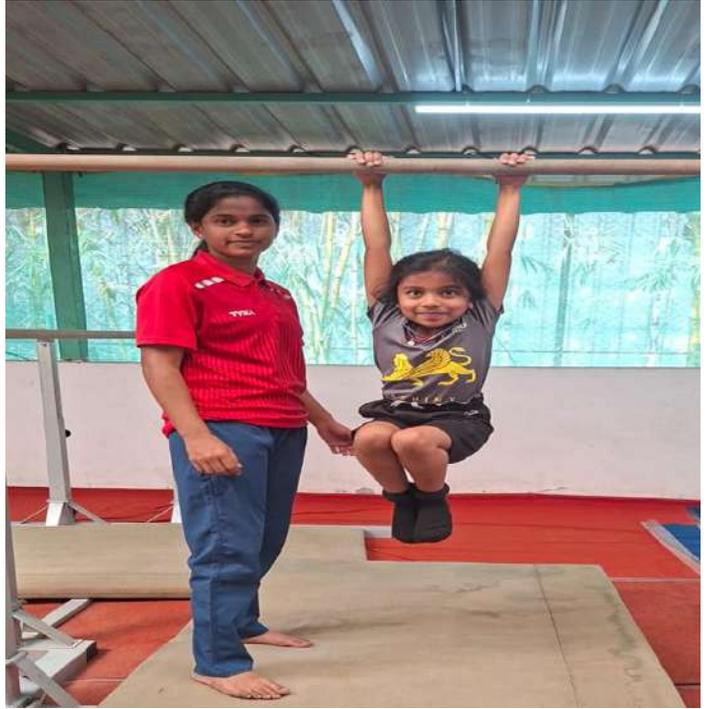
# Coaching



Students engaged in coaching sessions that supported continuous learning, reflection, and personal growth.



# Coaching



Through coaching, students developed self-awareness and learning skills by reflecting on feedback and setting goals.



# Pottery



Through the pottery session, students explored creative expression by shaping and designing a snail, which helped develop their fine motor skills, imagination, and confidence while engaging in hands-on artistic learning.

# Pongal Celebrations



During the Pongal celebrations, students made kites as a take-away, exploring cultural traditions through hands-on learning.



# ● Republic Day Celebrations



Students celebrated Republic Day through Music, Drama, and Dance, showcasing creativity, collaboration, and cultural appreciation.

# Learning and Teaching- Month Ahead

## **Unit of Inquiry:**

### **Transdisciplinary Theme:**

Sharing the planet

### **Central Idea:**

Waste impact life around us.

### **Lines of Inquiry:**

- Types of waste and its impact on all living things.
- Role of waste management system.
- Personal choices that creates or reduces waste.

### **Specified Concepts:**

Causation

Function

Perspective

### **Additional Concepts:**

Pollution

Environment

Sustainability

choices.

## **Unit of Inquiry:**

In the coming month, students will continue their Unit of Inquiry on Waste under the transdisciplinary theme “Sharing the Planet.” Guided by the PYP key concepts, students will explore the following lines of inquiry:

Through the concept of Function, students will examine the role of waste management systems and how they work to keep the environment clean and healthy. The concept of Responsibility will support students in reflecting on their personal choices and understanding how everyday actions can create or reduce waste. Through Connection, students will make links between individual actions and their impact on the environment.

Through meaningful discussions and hands-on learning experiences, students will reflect on responsible choices and develop an understanding of how they can contribute to a cleaner and more sustainable planet.



# Learning and Teaching- Month Ahead

## **Transdisciplinary Language:**

Students will make meaningful transdisciplinary connections as they will explore the concept of cause and effect across learning experiences. They will learn to identify causes and their effects in stories, real-life situations, and classroom discussions. Through picture-based prompts, sentence construction, and shared reading activities, learners will explain why events happen and what happens as a result. Students will also use simple cause-and-effect words to express their ideas clearly. These language engagements will help learners strengthen comprehension, logical thinking, and communication skills while applying their understanding in meaningful, real-life contexts.

## **Transdisciplinary Math:**

In the coming month, students will explore Data Handling through meaningful transdisciplinary math connections. They will learn to collect and organize data using tally marks, represent information through pictographs, and interpret data using bar graphs. Through hands-on activities and real-life examples, students will develop skills to read, analyze, and present data in a clear and simple way, strengthening their understanding of how mathematics connects to everyday situations.



# Learning and Teaching- Month Ahead

## **Physical Education:**

Students will explore gymnastics and practice a range of fundamental gymnastic skills. These include jumps in different body shapes, rolling, balancing, hanging, and performing handstands with wall support. These activities aim to build strength, flexibility, balance, body control, and confidence while encouraging students to challenge themselves safely and develop physical awareness.

## **Music:**

Students will continue to deepen their understanding of pitch, melody, and musical notes through regular practice and exploration. They will rehearse songs such as Hello Bonjour, the school song, the school prayer, and patriotic songs like Sare Jahan Se Achha and Unche Himalay Se, strengthening rhythm, expression, and musical awareness. Students will also revisit different genres and explore various kinds of music, musical notes, and sounds produced by different instruments, including string, brass, woodwind, and percussion. These learning experiences will further support the development of ATL skills and learner profile attributes, encouraging creativity, curiosity, confidence, and a deeper appreciation for music.



# Learning and Teaching- Month Ahead

## **Art:**

Students will embark on a newspaper collage project connected to the transdisciplinary theme “Sharing the Planet,” exploring ideas of sustainability, reuse, and environmental responsibility. Students will learn to repurpose materials creatively while considering the impact of waste on the environment. In addition, learners will create expressive masks, which will allow them to explore identity, culture, and personal creativity through art. These upcoming projects will encourage imagination, critical thinking, and self-expression while continuing to develop students’ fine motor skills and appreciation for the arts. By connecting creativity with real-world concepts, students will deepen their understanding of how art can reflect ideas, values, and responsibility towards the planet.

## **Dance:**

Students will continue to explore different body movements and gestures, focusing on skills such as body isolation, shuffles, hand-leg coordination, formation work, and locomotor and non-locomotor steps. They will also learn to perform movements based on different patterns, enhancing their understanding of rhythm, sequencing, and spatial organisation. Throughout these activities, students will reflect on their performances and make thoughtful improvements, connecting with learner profile attributes such as Thinker and Reflective. These experiences will further support creativity, physical awareness, and self-expression while helping students develop critical thinking and reflective skills in their dance practice.



# Learning and Teaching- Month Ahead

## **Telugu:**

In the coming month, the letters Ya, Ra, La, Va, and Se will be taught to the children using objects, flashcards, and storytelling.

Children will practice two-letter and three-letter words.

They will also practice from the textbook.

Children will participate in storytelling activities.

Dice games and treasure hunt activities will be conducted for the children.

## **French:**

Students will be continuing their joyful journey of learning French through songs, games, visuals, and hands-on activities. The focus was on building basic vocabulary, developing listening and speaking skills, and nurturing confidence in using the French language in everyday contexts.

Focus Topic: Les nombres (Numbers in French)

Students were introduced to numbers in French (0-20) through fun counting activities, action songs, number cards, and classroom games. Learners practiced recognizing, pronouncing, and sequencing numbers correctly.

Interactive tasks such as counting objects, clapping numbers, and matching numerals with quantities helped strengthen number sense while making learning meaningful and enjoyable.



# Learning and Teaching- Month Ahead

## Spanish:

The students will immerse themselves in engaging colouring activities and delightful songs that support joyful learning and creativity. They will continue to reinforce their skills in self-introduction and greetings through interactive conversations and group activities, building confidence in communication. Students will also explore and strengthen their understanding of colours and numbers through hands-on games, visuals, and playful learning experiences. These activities will make learning fun and interactive while supporting early language, cognitive development, and social skills.



# Action taken by students



Students took action by celebrating cultural diversity, dressing in traditional attire and sharing their cultures through clothing, food, artefacts, and language, expressing their ideas, beliefs, and values while building respect and appreciation for different cultures.



# Action taken by students



Students took action in their new Unit of Inquiry on Waste by preparing a liquid fertiliser using banana peels. Through this hands-on experience, they explored how food waste can be reused to nourish plants, applying their learning to care for the environment and make responsible, sustainable choices..



# Action taken by students



As part of action, students participated in Cultural Dress-Up Day and Show and Tell. Dressed in traditional attire, they confidently shared artefacts and spoke about their culture and traditions.



# Happenings Month Ahead

<b>Events</b>	<b>Dates</b>
World Read aloud day	4th February
World Play Day	6th February
World Mother Language Day	20th February
SLC (Student Led Conference)	28th February

## **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/>

