



P R I S M

Grade 2
December 2025 and January 2026



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,

Wishing all our children, parents, a very Happy New Year! As we step into a new year filled with hope, learning, and new beginnings, we look forward to many more moments of growth and joyful experiences together.

We would like to begin with a short story that beautifully reflects one of the important learner qualities we nurture in our children—open-mindedness.

Once upon a time, a little bird was afraid to leave its familiar tree. Every day, it watched other birds fly to new places, try new foods, and make new friends. One day, encouraged by its friends, the little bird finally decided to explore beyond its tree. To its surprise, it discovered colourful gardens, kind companions, and exciting experiences. By being open to something new, the bird learned that the world is bigger, kinder, and more beautiful than it had imagined. Just like the little bird, our children learn and grow when they are open to new ideas, cultures, experiences, and challenges. By taking that first brave step beyond what feels familiar, they also become risk-takers—trying new activities, sharing their thoughts confidently, and embracing challenges with courage and positivity.

The month of November and December have been filled with joy, learning, and meaningful celebrations. Our Annual Sports Day was a wonderful event that showcased our students' energy, teamwork, and enthusiasm. The children participated confidently in various events, cheered for their friends, and experienced the true spirit of sportsmanship.



Along with Sports Day, we celebrated various festivals and Republic Day with great pride and excitement. Through these celebrations, students learned to appreciate diversity, respect different cultures, and understand the values and traditions that unite us as a community. Our Republic Day celebration helped children connect with the idea of unity, responsibility, and love for the nation in a simple and age-appropriate way.

These experiences have played an important role in developing the IB Learner Profile attributes among our students. By participating in performances, games, and collaborative activities, children have shown open-mindedness by learning about different traditions and perspectives. They have also become risk-takers by stepping out of their comfort zones, trying new roles, speaking in front of others, and participating with confidence.



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

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. The day highlighted the importance of physical fitness, cooperation, and healthy competition. The festive spirit continued with Christmas celebrations, where 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. Through activities and discussions, they learned about 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

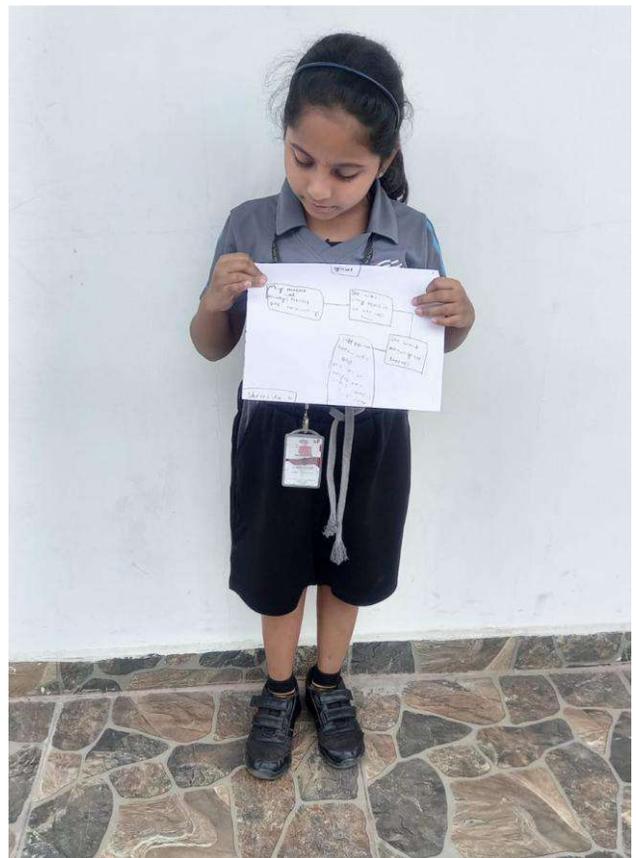
Global leadership: Grade 2 students participated in team debates and “Leaders in Action” quiz rounds that encouraged reasoning, teamwork, and ethical decision-making. Across both grades, students reflected on the importance of listening respectfully, sharing ideas, and working collaboratively.

In addition, students took part in assemblies and confidently showcased their learning from the Unit of Inquiry, along with music, dance, and other co-curricular classes they attend outside school.



School Philosophy- 5 Developmental Pillars

Core Values :Learners deepened their understanding of perseverance by learning to stay focused and determined when faced with challenges. They were encouraged to complete tasks independently, correct their mistakes, and keep trying until they succeeded. By practicing perseverance, learners built strong learning habits, responsibility, and a growth mindset that would support them throughout their education.Students watched a video on how athletes showed perseverance. They also shared stories of how their parents achieved their goals by enduring challenges with perseverance.



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 helped students develop self-regulation and holistic growth. Through guided breathing strategies such as back-to-back breathing, flower breathing, and unicorn breathing, students learned how to calm themselves, manage their emotions, and stay focused. Mindful movement activities, including mindful walking, heartbeat awareness, and deep relaxation, supported students in understanding their bodies and recognising physical signs of emotions. Sense-awareness activities, such as the senses countdown and mindful observation, helped students stay present and attentive, while memory games strengthened focus and self-control in an enjoyable way. Through scenario-based reflections and visualisation activities, students explored different emotions, practiced thoughtful responses, and developed kindness and empathy. Overall, these mindfulness sessions empowered students to regulate their emotions, make balanced choices, and apply calming strategies independently in their daily school life, supporting their overall well-being and personal growth.

Students identified natural objects (sun, water, trees, animals) during the wellbeing session. Students identified objects that were created by humans, such as roads, houses, and tools. Students explained how daily living is impacted by day and night, the weather, and the seasons. Students classified items into natural and man-made categories, described one basic method that humans take care of the Earth, and Conversations, drawings, and class discussions that are connected to real-world situations.



Learning and Teaching- Month Review

Unit of Inquiry:

Transdisciplinary Theme:

Where We Are in Place and Time

Central Idea: The Earth's physical geography impacts human interactions and settlement.

Lines of Inquiry:

- Variability of physical geography around the world.
- Ways globes and maps provide information about earth's Physical geography
- Interrelatedness between location and settlement

Specified Concepts:

Form

Function

Connection

Additional Concepts:

Geography

Settlement

Resources

Location

Unit of Inquiry:

In this unit, students enjoyed taking a tour of Madame Tussauds museum virtually. They later reflected using Visual thinking routine. They were able to find out and share similarities and differences between public and virtual spaces using venn diagram. Students went for a field trip to a Virtual reality park where they were excited watching 9D cinema and they wore VR glasses and saw different animals .As a part of end of unit assessment students designed and redesigned physical and virtual public spaces which enhanced their creative and critical thinking skills. To conclude the unit, students took meaningful action by placing guiding tape on the stairs to support safe movement and improve organization within the school environment.



Learning and Teaching- Month Review

Unit of Inquiry:

Transdisciplinary Theme:

How The World Works

Central Idea: Matter exists in different states and can be manipulated to meet people's needs

Lines of Inquiry:

- States of matter, their properties and roles
- Reasons for the changes in matter
- The relationship between materials, human needs, and environmental care

Specified Concepts:

Function

Change

Connection

Additional Concepts:

Change of state

Scientific terms/ vocabulary

Measurement

Texture

Unit of Inquiry:

Students began the new unit with an engaging provocation in which they closely observed ice, smoke from incense sticks, and water. Through careful observation, they were able to identify and name the different states of matter represented by each example. Working collaboratively in groups, students then sorted a variety of pictures according to their respective states of matter, justifying their choices using scientific vocabulary. This activity encouraged teamwork, critical thinking, and deeper conceptual understanding. Following this, the class unpacked the central idea of the unit, connecting their observations to prior knowledge and real-life experiences. Students came up with questions to inquire about states of matter, which helped to drive the unit and they mapped the questions with key concepts. Students explored the properties and characteristics of different types of matter—such as shape, volume, texture, and the ability to change from one state to another—while building a strong foundation and developing their research skills.



Learning and Teaching- Month Review

TD Language :As part of their Unit of Inquiry (UOI), students were introduced to persuasive writing. They explored the meaning of persuasion, learned about the effective use of space, and discussed ways to encourage others to use space responsibly. Students applied these skills by creating persuasive posters, participating in debates, and writing persuasive letters to the Principal. Alongside this, they practiced using present, past, and future tenses in their writing. Students were also introduced to procedural writing by unpacking the terms procedure and instructions. They began writing clear procedures and instructions for familiar activities, such as board games they enjoy and simple recipes. To further support their literacy development, students continued regular spelling checks to enhance vocabulary and practiced reading through ORT books.

TD Math: Students were introduced to the concept of measurement through engaging, hands-on engagements.

Measurement of Length:
Students measured objects inside and outside the classroom using rulers and measuring tapes. Activities included My Height Using Handprints, Estimate and Measure, Measurement Trail, Meter Hunt, and How Far Can You Jump? – Meter Challenge. These activities helped develop estimation skills, accuracy, teamwork, and reinforced mental multiplication.

Measurement of Mass:
Through activities like Classroom Mass Hunt and Same Size, Different Mass, students identified heavier and lighter objects and learned that objects of the same size can have different masses, encouraging observation and critical thinking.



Learning and Teaching- Month Review

Measurement of Capacity:

Students explored capacity by comparing containers such as cups, bottles, jars, and measuring jars. Pouring activities helped them understand more, less, and equal capacity, and that container shape can affect how much liquid it holds.

Time and Temperature:

As part of the Unit of Inquiry Matter and Materials, students learned to read clocks (half past, quarter past, and quarter to) and observed how temperature affects materials, such as ice melting or water warming, understanding how temperature changes states and usage of materials.



Learning and Teaching- Month Review

PE: Students have learnt about different races – including the 100 m race, the 400 m relay race – and drills. They have improved their speed, endurance, coordination, and team-building skills.

Students have learnt fundamental skills of basketball and football. They have explored ball familiarisation, dribbling, passing and shooting and implemented these fundamental skills in match. During these sessions, they developed ATL skills such as self-management skills like balance and control, and social skills through teamwork and cooperation.

They also showed Learner Profile qualities by being balanced in their physical activities communicating well with their peers, and showing care by supporting and encouraging each other.

Music : Students revisited beat (2/3/4--beat); explored different music genres, different kind of notes, how music notes (high/low)--are notated on staff, Students practiced What a Wonderful World, School song, top of the world, kind words, country roads, una paloma blanca, children of the world songs and demonstrated approaches to learning-- communication skills, attributes of learner profile-communicators, thinkers.

Art: The students showed their understanding of the art across the cultures, places, and times by creating an artwork on the chosen topic using their choice art (Cave art, Madhubani art, and Warli art). The students observed masks from around the world and explored the purpose of mask. They have then created a mask of their choice and shared it with their peers. The students then explored the African masks shared the features of the African mask. They have then compared the similarities and differences of the mask they have created and the African mask .



Learning and Teaching- Month Review

Telugu: Students learned antonyms through fun and interactive activities. Children confidently used opposite words in speaking. Storytelling improved creativity and speaking skills. Poem recitation built confidence and clear pronunciation. Learning was a joyful, active, and engaging festival celebration.

Hindi: Students continued reinforcing बारहखड़ी (Baarakhadi) and the concept of gender (लिंग), which strengthened their foundation in Hindi basics.

The poem "रेलगाड़ी मेरा नाम" from the textbook was introduced to develop rhythm, recitation skills, and vocabulary.

Students engaged in activities and exercises to identify and differentiate between singular and plural forms (वचन). They also grasped the concept of विलोम शब्द (opposites) through group activities conducted in class.

In addition, students understood the use of the 'ऋ' (ri) मात्रा and practiced reading and writing words containing the ri मात्रा.

Spanish : In January, the children engaged in a delightful array of learning activities. They explored various greetings and enjoyed reciting the cheerful "Hola Hola" poem, which added a fun rhythm to their lessons. The stories they delved into were both captivating and educational, enhancing their language skills. They focused on numbers 21 to 40. The verb "tener" came to life as they learned about its various uses, allowing them to express possession in meaningful ways. Additionally, they tackled antonyms, expanding their vocabulary and understanding of contrasting words. The children reinforced their comprehension of likes and dislikes related to different forms of transport, which sparked engaging discussions. They also identified parts of the body and familiar objects found in the classroom, making the learning experience both interactive and enjoyable.



Learning and Teaching- Month Review

Art: The students showed their understanding of the art across the cultures, places, and times by creating an artwork on the chosen topic using their choice art (Cave art, Madhubani art, and Warli art). The students observed masks from around the world and explored the purpose of mask. They have then created a mask of their choice and shared it with their peers. The students then explored the African masks shared the features of the African mask. They have then compared the similarities and differences of the mask they have created and the African mask.

French: During the months of December and January, Grade 2 students actively engaged in enriching French language learning experiences that focused on communication, cultural understanding, and meaningful connections to their everyday lives.

Les lieux et endroits:(Places and Locations) Students learned to identify and describe familiar places such as the home, school, and community using simple French vocabulary and sentence structures.

Les prépositions(Prepositions): Students explored common French prepositions through hands-on activities, developing spatial awareness and accurate sentence formation in meaningful contexts.

Les verbes réguliers en -ER(Regular -ER Verb Conjugation): Students were introduced to present tense conjugation of regular -ER verbs and practiced using them in short spoken and written sentences through guided activities.



Learning and Teaching- Month Review

Dance :Students have learned full body movements and gestures (moving different parts of the body) like shake, shimmy, jumps, turns, hand-leg coordination, footwork. Students have learned zumba dance.They also have practiced for sports day and republic day.

Compulsory Telugu:To enhance students' language skills and confidence in expression, various activities were conducted in the classroom. Reinforcement exercises for poems, numbers, and days of the week helped strengthen recall and understanding. Students also practiced forming small sentences in Hindi to improve speaking skills. A story session was organized, during which students listened attentively and participated with great enthusiasm, further developing their listening abilities.

Compulsory

Hindi:Reinforcement activities were conducted for poems, numbers, and days of the week to strengthen students' recall and understanding. Small sentences were also practiced in the Hindi language to develop speaking and sentence-formation skills. A story session was organized in the class, where students listened attentively and participated with enthusiasm. These activities helped enhance language skills, listening abilities, and confidence in expression.



School Philosophy- 5 Developmental Pillars-Holistic Excellence



The students read books and later reflected on their learning, strengthening their Thinking skills. The nurse conducted a guest session on the importance of first aid, helping students develop Self-management skills.



School Philosophy- 5 Developmental Pillars-Mindfulness and well-being



Students practicing mindful walking by observing their surroundings and engaging their senses. Wellbeing session on natural elements around us.



School Philosophy- 5 Developmental Pillars-Core values



While playing the games, students reflected on the importance of perseverance.



School Philosophy- 5 Developmental Pillars-Global Leadership



School Philosophy- 5 Developmental Pillars-Stakeholder Engagement



Learning and Teaching- Language



Students actively participated in peer debates and successfully identified verbs while reading the text, which helped enhance their communication and social skills.

Learning and Teaching - Math



Students measured the length of various objects using different measuring tools, demonstrating self-management and research skills.



Learning and Teaching - Math



Students measured the length of various objects using different measuring tools, demonstrating self-management and research skills.



UOI



Students explored the states of matter through a game on molecular arrangement, demonstrating the learner profile of Inquirers and Thinkers while developing thinking and collaboration skills.



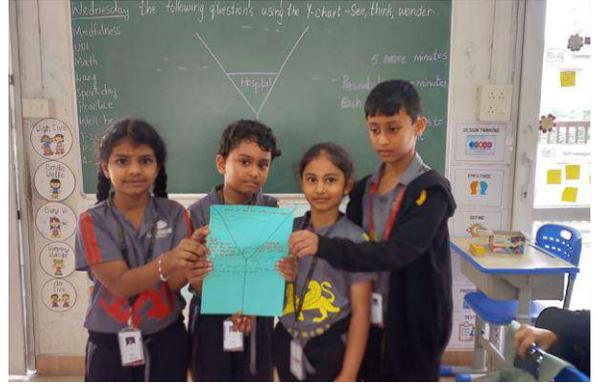
UOI



Students explored different stations where they observed books, artifacts ,digital resources and sports equipment and they were able to connect with the unit.



UOI



Students sorting the pictures in different states of matter.

Field Trip-Virtual Safari



Students visited Virtual Safari Park where they experienced virtual reality and deepened their understanding of how virtual public spaces are used by people.



Learning and Teaching-Additional language



Students actively participated in indigenous games such as kho-kho during PE classes. They were engaged in mask-making, dance sessions, and pottery workshop enhancing their creative thinking skills.

Learning and Teaching-Additional language



Students are engaged in hands on learning in the second language class.They enjoyed library sessions and well-being activities.



Sankranthi Celebrations



Students, dressed in traditional attire, danced and joyfully celebrated the festival of Sankranti.

Republic Day celebrations



The Republic Day 2026 celebrations marked 150 years of Vande Mataram, honoring its enduring spirit of patriotism and unity. Students showcased India's rich cultural diversity through Lezim, Dandiya, Rajasthani, and Punjabi dances, delivering a powerful message of unity in diversity through energetic and graceful performances.



Republic Day celebrations



Learning and Teaching- Month Review

Unit of Inquiry:

Transdisciplinary Theme:

How The World Works

Central Idea: Matter exists in different states and can be manipulated to meet people's needs

Lines of Inquiry:

- States of matter, their properties and roles
- Reasons for the changes in matter
- The relationship between materials, human needs, and environmental care

Specified Concepts:

Function

Change

Connection

Additional Concepts:

Change of state

Scientific terms/ vocabulary

Measurement

Texture

Unit of Inquiry:

Students will continue with the experiments to understand reversible and irreversible changes in matter. They will focus on the key concept change where they will record the observations based on the changes in the matter. They will further understand the relationship between materials, human needs and environmental care. They will conclude the unit by understanding how matter exists in different states and can be manipulated to meet people's needs.



Learning and Teaching- Month Ahead

TD Language :Students will continue working on procedural writing in connection with their Unit of Inquiry (UOI). They will write step-by-step procedures for the experiments conducted during the unit, with a focus on using appropriate verbs. Students will also continue reading ORT books to further develop and enhance their literacy skills.

TD Math: Students will continue to learn about time and how it affects materials, such as how long ice takes to melt or food takes to cook. Through discussions and simple observations, they will make connections between time, temperature, and materials, strengthening their understanding of the world around them in a meaningful way. Students will be introduced to the concept of 2D and 3D shapes and their properties.



Learning and Teaching- Month Ahead

Telugu :In the coming month, students will Revise compound words by joining two words to make one new word. They will explore synonyms and understand how different words can have the same meaning. Children will practice forming simple sentences using correct words and punctuation. Fun activities and exercises will help strengthen their vocabulary and sentence skills.

Hindi:In the Feb month, students will reinforce their understanding of वचन (singular and plural forms) and विलोम शब्द (opposites) through engaging classroom activities. They will learn वचन using words with the ई (ee) मात्रा and understand the difference between 'आ' (aa) and ई (ee) मात्रा words while applying them correctly in the context of वचन.

Students will be introduced to the concepts of अनुस्वार (anuswar) and अनुनासिक (anunashik) to support accurate pronunciation and writing. To enhance confidence and communication, students will strengthen their speaking skills through a "Show and Tell" activity. Reading practice and picture-matching activities will also be conducted in class to support comprehension and vocabulary development.

Spanish :In February, the class will delve into the fascinating world of nouns and articles, enhancing their understanding of these fundamental elements of language. Additionally, students will engage in reinforcing their knowledge of E stories, allowing their creativity to flourish. They will explore the various uses of the verb "tener," gaining insights into its applications in everyday conversation. The curriculum will also cover essential vocabulary related to parts of the body. To further enrich their learning experience, they will practice self-introductions, focusing on fluency and confidence. Moreover, students will delve into the concepts of time, as well as the vibrant realm of fruits and vegetables, expanding both their vocabulary and cultural awareness.

French :The month of February was filled with excitement and active learning in our Grade 2 French classroom. Students continued to develop their foundational French language skills through interactive lessons, games, songs, and collaborative activities that made learning both meaningful and enjoyable.

Focus Topic: Les nombres (1-50)

Students learned to count, recognize, read, and pronounce numbers from 1 to 50 in French. Through number charts, flashcards, rhythmic counting, and classroom games, learners practiced using numbers confidently. Real-life connections were made by counting classroom objects, identifying numbers in calendars, and participating in pair activities where students asked and answered simple number-based questions.



Learning and Teaching- Month Ahead

Compulsory Hindi: In the upcoming month , students will explore the market scenario, learn the names of different flowers, and practice forming simple sentences. These activities will help develop vocabulary, observation skills, and language expression.

Compulsory Telugu: In the coming month, students will learn about the marketplace, identify various flowers, and practice making simple sentences. These activities will strengthen their vocabulary, observation abilities, and language skills.



Learning and Teaching- Month Ahead

Telugu : In the coming month, students will Revise compound words by joining two words to make one new word. They will explore synonyms and understand how different words can have the same meaning. Children will practice forming simple sentences using correct words and punctuation. Fun activities and exercises will help strengthen their vocabulary and sentence skills.

Hindi: In the Feb month, students will reinforce their understanding of वचन (singular and plural forms) and विलोम शब्द (opposites) through engaging classroom activities. They will learn वचन using words with the 'ई' (ee) मात्रा and understand the difference between 'आ' (aa) and 'ई' (ee) मात्रा words while applying them correctly in the context of वचन.

Students will be introduced to the concepts of अनुस्वार (anuswar) and अनुनासिक (anunashik) to support accurate pronunciation and writing. To enhance confidence and communication, students will strengthen their speaking skills through a "Show and Tell" activity.

Reading practice and picture-matching activities will also be conducted in class to support comprehension and vocabulary development.

Spanish : In February, the class will delve into the fascinating world of nouns and articles, enhancing their understanding of these fundamental elements of language. Additionally, students will engage in reinforcing their knowledge of E stories, allowing their creativity to flourish. They will explore the various uses of the verb "tener," gaining insights into its applications in everyday conversation. The curriculum will also cover essential vocabulary related to parts of the body. To further enrich their learning experience, they will practice self-introductions, focusing on fluency and confidence. Moreover, students will delve into the concepts of time, as well as the vibrant realm of fruits and vegetables, expanding both their vocabulary and cultural awareness.



Learning and Teaching- Month Ahead

PE: Students will learn fundamental skills of basketball and football. They will explore ball familiarisation, dribbling, passing and shooting and implemented these fundamental skills in match. They will build ATL skills such as self-management by refining their movements, social skills through collaboration, and thinking skills by understanding sequences and strategies. They will also show Learner Profile traits by being risk-takers when trying new challenges, reflective as they think about improving their actions, and principled by following rules and safety guidelines during the activities.

Music : Students will revisit element of music--beat (2/3/4--beat) and how they are used in a song, explore different music genres--kinds of music, Students will practice What a Wonderful World, School song, kind words, country roads, Una paloma blanca, patriotic songs and will demonstrate approaches to learning--communication skills, attributes of learner profile--communicators, thinkers.

Dance: Students will learn a variety of body movements and gestures, including body isolation, shuffles, hand-leg coordination, and both locomotor and non-locomotor steps. They will also explore body movements inspired by different dance genres from around the world.

Art: The students will be further inquiring into symbols used in India. The students will be further exploring the principles of art, balance and symmetry in art.



Action taken by students



Students took a meaningful and responsible action by participating in guiding tape on the stairs. This helped students stay focused on where to walk and avoid accidents and crowding on the stairs.



Happenings Month Ahead

Events	Dates
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/>

