



P R I S M

Grade 3  
December 2025 - January 2026



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# 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



# GYMQUINN - GYMNASTIC MEDAL HOLDERS



# Inter school Chess Tournament-by Glendale



# United Roller-Skating Championship



# Girls Team secured runner up position in PYP Hyderabad Network Football Tournament



# ISSO Nationals Gymnastic Medal Holders

ISSO Nationals Gymnastic Medal holders



# ISSO Nationals Taekwondo Medal Holders

ISSO Nationals - Taekwondo Medal Holders



# PYP Hyderabad Network Athletics Girls and Boys Overall Championship



# School Philosophy – 5 Developmental Pillars

## Mindfulness and well being

Students created thanksgiving cards to express their gratitude towards the helpers at school. Through this activity, they learned the importance of appreciation, kindness, and respect for the people who support us every day.



# School Philosophy – 5 Developmental Pillars

## Stakeholder engagement

As part of stakeholder engagement, the school organized Sports Day activities for teachers and students, promoting physical well-being, teamwork, and positive relationships. Teachers strengthened collaboration and work culture, while students developed leadership, discipline, fairness, and resilience through healthy competition, fostering unity and the values needed to grow as responsible global citizens.



# School Philosophy – 5 Developmental Pillars

## Global leadership

Students participated in a special assembly where they learned about the different festivals celebrated across the country in the month of January. They explored how the names, customs, and traditions may vary from region to region, yet the message of gratitude, harvest, and togetherness remains the same across India.

Through this experience, students showed respect for cultural diversity, listened carefully to others, and shared their thoughts confidently. The assembly helped them build awareness of unity in diversity, encouraged thoughtful listening and discussion, and deepened their understanding of how festivals connect people across the nation.



# School Philosophy – 5 Developmental Pillars

## Holistic excellence

As part of the Life Skills programme, students took part in an engaging session on **Floor Dining Etiquette**, thoughtfully facilitated by their teachers. During a guided snack break, students watched an informative video and participated in meaningful discussions supported by simple research, which highlighted the scientific reasoning, health benefits, and global significance of this practice through connections to diverse cultures around the world.

The session focused on helping students understand the scientific and health advantages of sitting on the floor while eating, such as improved posture, enhanced digestion, and the development of mindful eating habits. To extend learning beyond the classroom, students were given a reflection sheet to take home, encouraging them to revisit their understanding and share their insights with their families, thereby strengthening the home-school connection.



# Learning and Teaching - This Month

## Transdisciplinary Theme

### Who we are

### Central idea

Understanding of our rights and responsibilities help us build global communities

### Lines of inquiry:

- Our rights and responsibilities
- Significance of Human Rights
- Challenges in respecting and balancing rights and responsibilities globally.

### Specified concepts:

Form

Function

Perspective

### Additional concepts:

Rights and Responsibilities

Justice

Advocacy

### UOI:

Students explored rights and responsibilities through engaging learning stations such as picture provocations and story scenarios, which helped them identify and understand the concept of human rights. They inquired into different types of rights—fundamental, moral, and civil—by sharing ideas and discussing real-life examples. Through case studies, students deepened their understanding by identifying the rights involved and reflecting on responsible actions. These activities encouraged thoughtful discussion, collaboration, and empathy, helping students understand their role in building respectful and caring global communities.

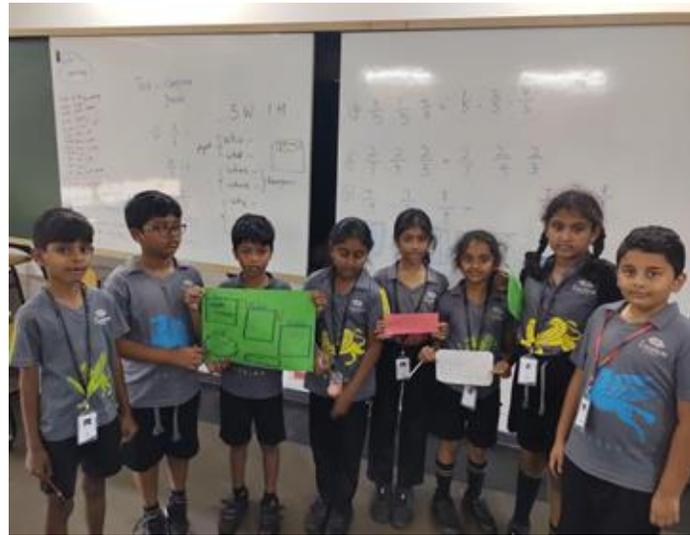


# Learning and Teaching - This Month

Students actively participated in engaging activities to understand how people interpret and respond to media. They read newspapers, discussed news stories, and connected events from local to global contexts. Through these activities, students learned the difference between reacting and responding to media and shared their thoughtful views. They also attended a guest talk, where they gained deeper insight into the language used in media and the process behind how different forms of media are created and published. Students successfully completed the end-of-unit assessment, demonstrating their understanding of the concepts learned.



# Learning That Connects: Bringing Learning to Life Through Collaboration



# Celebrating excellence

**Our young learners have truly shown that age is no limit to achievement! This month has been filled with moments of pride as our students shined across**



# Special Assembly: Republic day celebration



### FUNDAMENTAL RIGHTS OF INDIAN CONSTITUTION

- RIGHT TO EQUALITY
- RIGHT TO FREEDOM OF RELIGION
- RIGHT TO FREEDOM
- RIGHT AGAINST EXPLOITATION
- CULTURAL AND EDUCATIONAL RIGHTS
- RIGHT TO CONSTITUTIONAL REMEDIES

### Fundamental Duties

- Respect Constitution
- Cherish Noble Ideals
- Uphold Unity & Integrity
- Defend the Country
- Promote Harmony & Brotherhood
- Preserve Rich Heritage
- Protect Natural Environment
- Develop Scientific Temper
- Safeguard Public Property
- Strive Towards Excellence
- Provide Education

**(With Examples)**

### Let's Take Pledge

Please raise your right hand and repeat after me,

I pledge to be a responsible citizen of India.  
 I will respect my country,  
 the Constitution, and the National Flag.  
 I will follow rules,  
 help others,  
 and keep my surroundings clean.  
 I will work hard and be honest.  
**Jai Hind!**





# Learning and Teaching - This Month

## Transdisciplinary English

In December, students learned to identify and classify subordinate and coordinating conjunctions and applied this understanding to develop persuasive writing skills.

In January, students continued strengthening their persuasive writing, explored open-ended and closed-ended questions, and practiced interview skills, enhancing their ability to communicate ideas clearly and confidently.



## Transdisciplinary Math

In December, students explored fractions, including proper fractions, improper fractions, mixed fractions, and equivalent fractions, strengthening their understanding through hands-on activities and practice.

In January, students learned to find the area and perimeter of squares and rectangles, created squares and rectangles for a given area, and compared and contrasted area and perimeter, enabling them to apply these concepts to real-life situations. Alongside this, they strengthened their number sense by working with number pairs, understanding and using ordinal numbers, and identifying and writing Roman numerals, further enhancing their mathematical reasoning and confidence across a range of concepts.



# Learning and Teaching - This Month

## Hindi:

Students created posters based on selected themes, making a Transdisciplinary (TD) connection to Media. They read the story 'बंद आँखें, खुला मुँह' and identified descriptive adjectives within the text. Following this, students reflected on the adjectives used in their previous media posters and conducted a spell check to ensure accuracy.

To deepen their comprehension, students framed questions based on the story. The lesson also covered grammatical concepts, where students identified singular and plural nouns from provided lists and their daily lives. Finally, by analyzing sentence variations, students were introduced to **synonyms**, sharing examples from their own everyday vocabulary.

## Telugu:

The teacher read aloud two different text on nature to the class. They identified similarities and differences between the two texts, classifying them by genre: stories with morals, action-oriented stories, and nature-themed stories. Additionally, students categorized words into three groups, incorporated them into original sentences, and practiced replacing them with suitable synonyms. The lesson concluded with students providing descriptive accounts of pictures related to the stories. Students practiced framing sentences, and were assessed on reading skills.

## French:

Students learned Les Professions et les Adjectifs. They explored vocabulary for common professions and were introduced to simple adjectives used to describe people. Through matching activities, oral practice, and short sentences, students learned how to pair professions with suitable adjectives while paying attention to basic gender agreement. They enjoyed describing different community helpers using simple and clear expressions.



# Learning and teaching-This month

## **Spanish:**

Students focused on understanding and using the verb ser along with professions vocabulary. Through this unit, students learned the meaning and basic conjugation of the verb ser, used ser to talk about professions (for example, Ella es doctora), and practiced making simple sentences both orally and in writing. They strengthened their understanding through worksheets, speaking activities, and role-play. This helped students describe people and their roles using correct sentence structure in Spanish.

This month, students learned how to tell time in Spanish. They learned how to ask and answer the time in Spanish, practiced hours and basic time expressions, used real-life examples to connect time with daily routines, and revised numbers to support time-telling skills. Both these concepts supported real-world language use and helped students build confidence in everyday communication.

## **Additional language Hindi**

Students focused on the letters (य, र, ल, व, श, ष, स, ह) through watching flash cards centred around these letters, and they learned their correct pronunciation and writing. Students watched the video of 'Aloo Bola Mujhko Khalo' Hindi rhymes and tried to sing it.



# Learning and Teaching - This Month

## **Additional language: Telugu**

In December month, students learned the names of various animals in Telugu through structured picture-based activities, rhymes, and storytelling sessions. They explored each animal by discussing its sound, size, habitat, and distinguishing features, which helped them relate new vocabulary to real-life experiences. These activities contributed to the development of students' vocabulary, observation skills, and confidence in using Telugu in everyday communication.

In addition, students learned the names of different birds in Telugu through visual aids, rhymes, and guided conversations. They discussed each bird's colour, sound, wings, and mode of flight, enabling better understanding and retention of the concepts. These learning experiences further enhanced students' vocabulary, observational abilities, and confidence in using Telugu meaningfully in daily contexts.

In January month, students revised the "క" వర్ణం (క, ఖ, గ, ఘ, ఙ) and "చ" వర్ణం (చ, ఛ, జ, ఝ, ఞ) through structured learning activities and guided practice. They accurately identified and pronounced the letters and successfully associated them with appropriate words.

Furthermore, students revised the names of flowers and animals using picture-based activities, oral recitation, and guided discussions. They learned to recognise, name, and differentiate various flowers and animals, which contributed to the development of their vocabulary, observation skills, and confidence in using Telugu words effectively.



# Learning and Teaching - This Month

## ICT

Students engaged in purposeful learning using digital tools under the transdisciplinary themes How the World Works and Who We Are. In December, students explored how digital tools helped organise and present information clearly. They learned to create tables in MS Word by organising familiar information such as favourite fruits and birds, developing confidence in grouping and presenting data meaningfully.

In January, students explored the concept of digital security and understood how responsible online behaviour supported their safety and well-being. Through discussions, examples, and simple scenarios, they learned to protect personal information, create strong passwords, and make safe choices while using digital devices.

## Visual Art:

In December, students explored watercolour techniques by creating soft winter and nature-themed artworks. They practised colour mixing, light and dark shades, and neat brush control.

In January, students used poster colours to create bright and bold artworks. They focused on clear shapes, strong colours, and simple message-based posters related to Awareness message and good values. Students developed creativity, improved colour handling skills, and learned to express ideas confidently through different painting mediums. Students used poster colours to create poster designs on Rights and Responsibilities. They focused on clear shapes, bold and strong colours, and simple message-based on artworks.



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# Learning and Teaching - This Month

## **Dance:**

In the month of December, students learned new movements, faster footwork patterns, and expressive hand gestures to enrich their vocabulary of Lambadi dance. The speed and complexity of the choreography gradually increased, helping students improve their agility, memory, and confidence.

## **PE:**

In December, students learned the technique of dribbling and the types of dribbling. They started learning about the laws of football and learned the basic technique of the push pass. In January, students learned the technique of shooting in football. They were also introduced to different formations and player positions, along with various strategies used in the game to improve teamwork and overall performance.

## **Music:**

In January, students were introduced to freestyle dance and started learning movements with music. Through varied music and movement patterns, students developed coordination, rhythm, confidence, and individuality while enjoying the freedom of dance.

## **Drama:**

In Decembers, students applied their expressive drama skills to the creation of a group skit. They developed characters, built scenes collaboratively, and rehearsed with a focus on timing, movement, and clarity of expression. Through guided practice and feedback, students refined their performances and strengthened their ability to communicate meaning on stage. Each group presented a 3-4 minute skit, demonstrating confident expression, effective collaboration, and clear storytelling.

In January, the focus shifted to Role Play as a key dramatic tool for exploring characters and real-life situations. Students engaged in structured role-play activities to experiment with different roles and perspectives. They used voice modulation, body language, and emotional expression to respond in role, developing empathy, communication skills, and confidence while understanding how dramatic choices influenced interactions and outcomes.



# Learning and Teaching - Month Ahead

## **Transdisciplinary Theme**

### **Who we are**

#### **Central idea**

Understanding of our rights and responsibilities help us build global communities

#### **Lines of inquiry:**

- Our rights and responsibilities
- Significance of Human Rights
- Challenges in respecting and balancing rights and responsibilities globally.

#### **Specified concepts:**

Form

Function

Perspective

#### **Additional concepts:**

Rights and Responsibilities

Justice

Advocacy



# Learning and Teaching - Month Ahead

## UOI

Students will continue exploring the concept of rights and responsibilities, with a deeper focus on the challenges involved in respecting and balancing rights and responsibilities in different parts of the world. Through discussions, case studies, and real-life examples, students will develop an understanding of fairness, equality, and respect, while learning how responsible actions help create a harmonious global community.

## English

In the coming month, students will continue developing their communication skills through interviewing skills in English, focusing on framing thoughtful questions, listening actively, and responding confidently. Following this, they will continue working on email writing and tenses, strengthening their ability to express ideas clearly and accurately across different contexts.

## Math

In the coming month, students will further strengthen their mathematical skills by exploring the concepts of Patterns and Money. They will investigate number patterns, including associative and commutative patterns, to recognise relationships and build a deeper understanding of how numbers work. Students will also represent data using graphical tools such as line graphs and Carroll diagrams, helping them organise, interpret, and analyse information effectively.

Alongside this, students will learn to identify and use different denominations of money, practise simple calculations related to buying and selling, and apply these skills to real-life situations. Through hands-on activities, visual representations, and problem-solving tasks, students will develop logical thinking, accuracy, confidence, and the ability to apply mathematical concepts meaningfully in everyday contexts.



# Learning and Teaching - Month Ahead

## **Telugu:**

In February students will read a poem on nature, weather, or seasons. They will identify adjectives and their uses, write a short paragraph using them, and list rhyming words.

## **French**

In February, students will learn the Conjugaison des Verbes en -ER and les Prépositions. They will be introduced to the regular -ER verb conjugation with familiar verbs such as parler, chanter, and aimer. Students will also learn basic prepositions like sur, sous, dans, devant, and derrière to describe the position of objects. Through speaking and writing activities, they will practice framing simple sentences using both verb conjugations and prepositions.

## **Hindi :**

Students will be given some words with their synonyms to learn. Students will write the synonyms of the given words in the task sheet. Students will read the given sentences and will share a story for the students to read before coming to class. They will read the same story in front of their peers and will be asked to share how it is similar to and different from other stories. Students will note the new words and their meanings from the story. They will read the given sentences and identify the differences in them, and introduce a new concept of opposites. They will share some words and their opposites from their day to day life.

## **Spanish:**

In February, students will continue practicing how to tell time in Spanish and will also learn how to introduce others, such as family members and friends, using simple and meaningful sentences in Spanish.



# Learning and Teaching - Month Ahead

## **Additional language Telugu**

Students will revise the Telugu letters from “ఙ” to “ఞ” along with related words through structured learning activities and guided practice. They will identify and pronounce the letters correctly and associate them with appropriate words, which will strengthen their letter recognition, pronunciation, and foundational literacy skills. Students will revise the topics of birds, animals, and fruits using picture-based activities, oral recitation, and guided discussions. They will recognise, name, and differentiate various birds, animals, and fruits. These activities will enhance their Telugu vocabulary, observation skills, and confidence in using Telugu language effectively.

## **Additional language Hindi:**

Students will learn to read and build words by joining the letters they already know. They will practice making two-letter, three-letter, and four-letter words.

## **PE:**

Students will share their prior knowledge of basketball and will begin learning basic basketball skills such as the correct grip of the ball, passing, and dribbling.

## **Drama:**

In February, students will further develop their dramatic skills through character-based enactments and situational performances. The emphasis will be on stepping into imagined roles and responding to everyday scenarios with creativity and understanding. Learners will practise using movement, tone, posture, and expression to show who their character is and what they are feeling. Through interactive scenes and guided improvisation, students will strengthen their self-expression, listening skills, teamwork, and decision-making, while learning how performance choices shape meaning and impact an audience.



# Learning and Teaching - Month Ahead

## **Dance:**

In February, students will continue learning freestyle dance by building on the movements already introduced. They will explore more structured sequences with music, focusing on improving coordination, musicality, confidence, and expressive skills.

## **Visual Art**

In the month of February, our Grade 3 students will explore exciting hands-on art activities that build creativity, fine motor skills, and imagination. This month, we will focus on Paper Origami and Mask Making, encouraging students to learn through folding, cutting, and designing.

## **Music:**

In February, Grade 3 learners will continue to build on their understanding of music as a powerful form of media. Learners will create and perform short musical compositions designed to communicate clear messages such as kindness, teamwork, and care for the environment. Through these performances, learners will explore how music can influence emotions and connect people. By the end of the month, learners will reflect on their musical journey and will show increased confidence, collaboration, and a deeper understanding of how music can be used meaningfully to express ideas and messages.

## **ICT**

Students will explore being responsible digital citizens, and use technology positively. Assessment will focus on participation, understanding safety rules, and recognising safe online behaviours. This unit will help students make responsible choices online and become confident, safe users of technology.



# Action Begins with Us!

As part of the unit How We Express Ourselves, Grade 3 students proposed the idea of creating a magazine to be published for and by Grade 3 students. They confidently presented their idea and used persuasive skills to convince Ms. Meera, the PYP Coordinator. This initiative will help students enhance their creativity, writing and communication skills, teamwork, and confidence, while providing a platform to express their ideas and learning authentically.



# Happenings Month Ahead

Events	Dates
World Read Aloud Day	4th February
World Play Day	6th February
Grade 3 Night Camp	7th and 8th February
World Mother Language Day	20th February
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/>

