



P R I S M

Grade 4
December 2025 - January 2026



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

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

Our students have been exploring the power of mindfulness through meaningful and engaging activities that support their emotional well-being. They practiced a variety of breathing techniques such as Flower, Bunny, Square, and Bee Breathing, which helped them relax, regulate their breathing, and improve focus and emotional control. They also explored Tree Pose, a mindful movement that enhanced balance, concentration,



and body awareness, along with Deep Relaxation, where students focused on their breath and released tension to feel calm and refreshed. Through Mindful Observation using the sensory organs, students became more aware of their surroundings by noticing what they could see, hear, smell, feel, and taste. They designed vision boards and reflected on their challenges, developing a growth mindset and learning to view challenges as opportunities.



School Philosophy – 5 Developmental Pillars

They gained an insight into various emotions & feelings and reflected on various scenarios to observe their body and state of mind in those scenarios. They also used scenario-based reflection to practice mindful thinking and explored the same using questions like, 'What does it look like, feel like, and sound like?' The students were engaged in mindful thinking by visualizing being kind to someone, etc., where students learned to overcome life's challenges and achieve their goal. Students participated in a thoughtfully designed learning session focused on emotional well-being, self-awareness, and understanding individual differences.



The lesson began with the story “The Day the Little Lamp Shone,” which introduced the PERMA framework—Positive Emotion, Engagement, Relationships, Meaning, and Achievement. Through guided discussion, students reflected on self-worth, confidence, and how even small actions can make a meaningful difference. A reflective activity titled “My Light” encouraged students to identify personal strengths, recognize the ways they help others, and set a simple goal to work toward. This activity supported self-awareness, positive emotions, and a growing sense of purpose.



School Philosophy – 5 Developmental Pillars

In the coming weeks, the learning will be extended to focus on the important skill of reacting versus responding. Students will explore how reactions are often immediate and emotion-driven, while responses are thoughtful and intentional. Through stories, role-play, and real-life scenarios, learners will practice pausing, identifying their emotions, and choosing responses that promote respect, empathy, and problem-solving. These activities will help students develop self-regulation and understand that they have a choice in how they express their feelings and actions.



Core Value

This month, students explored the core value of perseverance through a range of meaningful and engaging activities. They learned that perseverance is the key to success, helping them stay focused, patient, and resilient when faced with challenges and setbacks. Through discussions and examples, students understood that perseverance plays an important role in academics, sports, creativity, and everyday life. In today's fast-paced world, they recognized that achieving goals requires consistent effort, courage, and the determination to keep going even when things are difficult. To deepen their understanding, students participated in read-aloud sessions, watched motivational videos, and reflected on personal experiences. They read inspiring life stories of famous personalities and learned how endurance and hardships shape success. Conversations around growth mindset helped students set goals for the future and believe in their ability to improve through effort.



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School Philosophy – 5 Developmental Pillars

Global Leadership

As part of Global Leadership, students actively participated in assemblies, including grade-level assemblies. They showcased their classroom learning through various presentation skills. They did special assembly for Christmas and Sankranti celebration in those months.



Students were taken on a field trip to the Telangana State Archaeological Museum as part of their learning.

This experience was meaningfully connected to the unit “Where We Are in Place and Time” (Civilization), where students explored ancient civilizations, artifacts, and historical evidence. Through these experiences, students developed leadership skills, cultural awareness, and a deeper understanding of history by making real-life connections to their classroom learning.



School Philosophy – 5 Developmental Pillars

Holistic Excellence

As part of the Life Skills programme, students participated in a session on Floor Dining Etiquette. Teachers facilitated a guided snack break during which students watched an informative video and engaged in thoughtful discussions supported by research, highlighting the scientific reasons, benefits, and global importance of this practice through meaningful connections across cultures.



The focus of the session was to help students understand the scientific and health benefits of sitting on the floor while eating, including improved posture, better digestion, and mindful eating. After the session, students took home a reflection sheet, encouraging them to revisit their learning and share their insights with their families.



School Philosophy – 5 Developmental Pillars

Stakeholder Engagement

Our school successfully hosted the Annual Sports Day in December, after weeks of rigorous practice providing a wonderful opportunity for active stakeholder engagement. Students enthusiastically participated in various track and field events, demonstrating teamwork, perseverance, and sportsmanship. Parents and teachers came together to encourage and cheer the students, creating a vibrant and supportive atmosphere. The event strengthened collaboration between the school and families while promoting physical fitness, confidence, and a sense of community. It was truly a wonderful display of confidence, and healthy competition. Students showcased their athletic skills through sprints, relays, obstacle races, and various artistic gymnastics skills.



School Philosophy – 5 Developmental Pillars



The school celebrated **Sankranti** with great joy and enthusiasm. Students came dressed in traditional attire and learned about the cultural importance of the festival. Special assemblies, folk songs, and simple activities helped students understand how Sankranti marks the harvest season and expresses gratitude to nature. The celebration created a lively atmosphere and encouraged students to appreciate traditions, togetherness, and respect for cultural heritage.



Sankranti – A Celebration of Harvest and Hope!



Stakeholder Engagement - Annual Sports Day



Annual Sports Day!



Republic Day Celebrations-

Through songs, discussions, and activities, children explored the meaning and importance of Republic Day.

Celebration of Republic Day

Students celebrated Republic Day by sharing their understanding of the significance of the day in a confident and thoughtful manner. They spoke about why Republic Day is celebrated, its importance for our nation, and when the Constitution of India was adopted. Students also explained the difference between flag hoisting and flag unfurling, showing clear understanding and reflection. The celebration concluded with the National Anthem, fostering a sense of pride, respect, and responsibility towards the nation.



Learning and Teaching - This Month

Transdisciplinary Theme

Where are we in place and time

Central Idea:

Evidence of ancient civilizations facilitates people to make connections with present-day societies.

Lines Of Inquiry:

Characteristics of civilizations and societies

Collecting, analyzing and validating data to understand the effects of ancient civilization

Connection between past, present and implications for the future

Specified Concepts:

Form Causation Connection

Additional Concepts:

Civilization

Chronology

Measurement

Pottery

Transdisciplinary Theme:

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

Transdisciplinary learning

Our students embarked on a rigorous journey through the Transdisciplinary Theme, Where We Are in Place and Time, starting in the classroom by inquiring into the world's great civilizations through the GRAPES strategy (Geography, Religion, Achievements, Politics, Economy, and Social Structures), they built a foundational framework for their research. This set the stage for our visit to the Telangana State Archaeology Museum, where students transitioned from "learners" to "detectives." Surrounded by ancient pottery, coins, and relics, they put their skills to the test by collecting and validating data, ensuring the physical evidence matched their classroom findings. Back at school, this evidence served as the bridge for their final inquiry: analyzing the Connection between the past and present. By looking at the Causation behind ancient innovations, students were able to identify how the legacy of these early societies continues to impact the way we live today.



Learning and Teaching - This Month

Transdisciplinary Language

In our language arts inquiry, students have been exploring the Form of ancient societies by diving into myths, historical articles, and informational texts. This research allows them to analyze the structures of government and technology that defined early civilizations. To examine the deep connections between ancient societies and modern living. By analyzing myths and informational texts, students are moving beyond simple description to investigate the **Causation** behind how civilizations evolve

Students are organizing their findings using **Compare and Contrast** text structure

To ensure their reports are chronologically accurate, we are focusing on the precise use of tenses. Students are utilizing Simple Tenses to state historical facts, Present Continuous to describe ongoing connections we see in our world today, and Perfect Tenses to explain actions that were completed in the past but hold significance for the present. Through this journalistic approach, our learners are developing the skills to connect historical context to modern events with clarity and grammatical precision.

Transdisciplinary Math

In our Math exploration, students have transitioned into the role of data analysts, using numerical tools to investigate the Form and Causation of ancient civilizations. A significant focus has been on mastering Decimals as a means to validate historical evidence. Students practiced identifying place value and face value, writing number names, and converting fractions into decimals to represent ancient trade quantities and architectural measurements. By learning to convert unlike decimals to like decimals, they were able to accurately compare, add, and subtract data sets, allowing them to analyze the growth and decline of societies with mathematical precision.

Beyond decimal operations, students explored the Structure of Time and Chronology. Using Timelines and Calendars, they calculated elapsed time between significant historical milestones and practiced reading both analogue and digital formats. This helped them visualize the vast span of history and the duration of various empires. Furthermore, by studying Roman Numerals alongside our modern system, students identified the Connection between early counting methods and the decimal system we use today. This integrated approach has shown our learners that math is not just an abstract subject, but a vital language used to measure, record, and understand the progression of human history.



Learning and Teaching - This Month

TELUGU

Students strengthened their Telugu language skills by exploring various writing forms. They learned informal letter writing, focusing on its format and key features, and discussed the essay topic “Kaleshwaram” to organize ideas and express thoughts clearly. Students also practiced writing newspaper reports, emphasizing accurate and structured presentation of information. These learning experiences supported the development of thinking, communication and writing skills.

SPANISH

Students were introduced to the verb *estar* and learned its meaning and usage. They practiced basic conjugations and used *estar* to talk about locations and feelings through simple speaking and writing activities. This learning helped students understand how *estar* is used to describe temporary states and locations in Spanish.

FRENCH

Students learned *Le Placement des Adjectifs* (the placement of adjectives). They explored how most French adjectives come after the noun, while some common adjectives such as *grand*, *petit*, *beau*, *bon*, and *joli* come before the noun. Through guided practice, examples, and classroom activities, students formed simple descriptive sentences and learned to identify correct adjective placement in short texts.

HINDI

Students strengthened their Hindi skills by exploring वचन (singular-plural) and काल (tenses) through interactive and inquiry-based activities. In January, learners celebrated विश्व हिंदी दिवस (**World Hindi Day**) by creating posters that expressed their creativity and appreciation for the language. As the learning continues, students will begin exploring लिंग (gender forms) and अनौपचारिक पत्र लेखन (informal letter writing) to further develop clarity, confidence and effective communication in Hindi.



Learning and Teaching - This Month

Additional Language - HINDI

Students revised Hindi Varnmala (Vyanjan).
Learned simple words and practiced simple conversations. Learned the names of fruits and vegetables.
Learned and recited a Hindi poem.
Improved their speaking skills through regular oral practice.

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. effectively.

VISUAL ART

Students learnt about artifacts from ancient civilizations. Looking back at history, our learners drew Indus Valley Seals. They understood the purpose behind the seals and appreciated the creative craftsmanship of ancient artists. Our learners also created their own seals (stamps), relating with present day logos, thus building connections with ancient civilizations and the present day. Their previously learnt skill of making relief sculpture in clay also helped them to understand and relate to the topic in a better way. They continued to learn about the art of the Egyptian civilization.

They learnt the stylistic features of ancient Egyptian paintings and sculptures and applied them to their drawings. Our learners drew Egyptian compositions featuring the Gods and Pharaohs. They also drew animals and birds in the Egyptian style.



Learning and Teaching - This Month

DANCE

Students were introduced to the foundational steps of freestyle hip hop, focusing on 4-count and 8-count movements performed with music. These sessions emphasized body grooves and body isolations, helping students develop rhythm, coordination and control. In January, students will work on connecting movements from strong to gentle dynamics. They will further explore body gestures, body zones and body bases at an intermediate level, enhancing expression, flow and confidence in freestyle hip hop dance

MUSIC

Students explored the role of music in ancient civilizations and revised key music concepts such as beat, tempo, dynamics, and steady beat. They identified rhythms and instruments across cultures, learned about musicians like Shivamani, Kishan Maharaj, and Rakesh Chaurasia, and were introduced to the Cajón. Students also connected music to the transdisciplinary theme "Sharing the Planet" by learning and singing "The Earth Song."



PE

Students focused on developing football skills by learning inside-foot shooting to improve accuracy and were introduced to different team formations. In January, students are progressing to shooting using the instep of the foot, while continuing to explore various formations and player positions. They are also being introduced to *The Laws of the Game*, helping them build a better understanding of fair play, teamwork and match rules.

DRAMA

Students designed and created expressive masks using shapes, colours, and symbols to represent emotions, culture, and identity. They explored performance skills by using body movement and gestures, ending the unit with a mask showcase performance of *King Midas*. And further they learning shifted to musical performance through body percussion, rhythm games, and voice activities. Students explored beat, rhythm patterns, pitch, and volume while building confidence and expressive skills through group performances.



Learning and Teaching - This Month

Space Lab

In January students were given a glimpse of what modern telescopes can do by learning about the Hubble space telescope. The difference between professional and amateur telescopes was discussed. Ground based observatories and their uses were explained and their challenges were explained which helped them understand the need for a space telescope.

Hubble space telescope - the first telescope in space was explained.

Then the students were introduced to an interactive NASA website "Hubble Birthday" where students can put their birth date and find out what Hubble saw on their birthday - this activity was done in class for all the students. With this activity topics of Unit of measurements of length and time were discussed - conversion between units and the need for different scales of units were explained. The astronomical unit of distance - "Light Year" was explained and derived in class and students were made aware of the different objects "nebula", "star clusters" and "galaxies"

This activity helped students understand the scale of the universe.



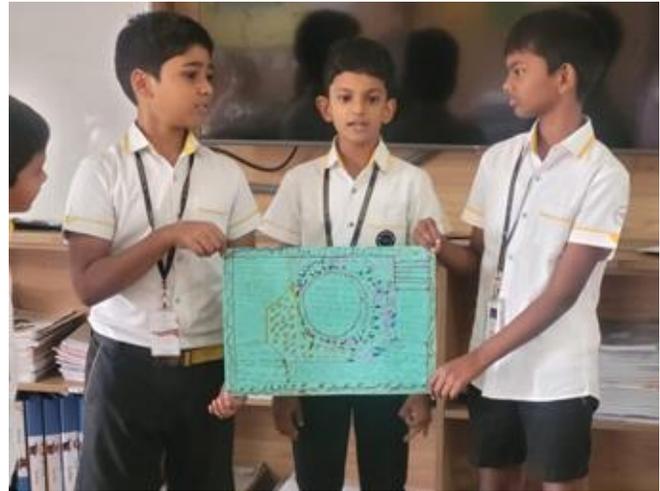
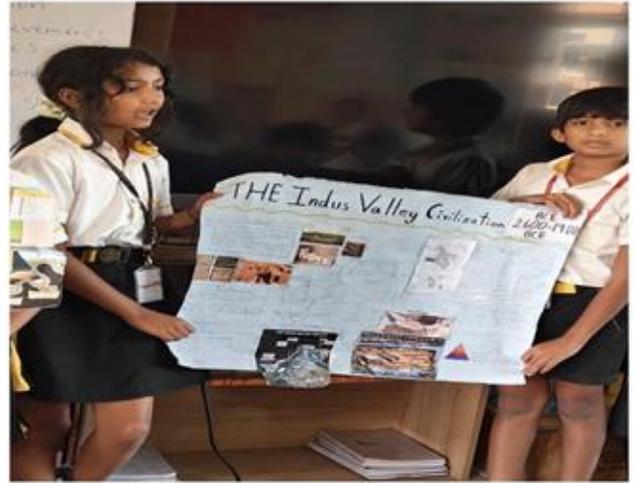
ICT

During the months of December and January, students engaged in meaningful learning experiences focused on **Algorithms, Flowcharts, and Digital Citizenship**. They learned how everyday tasks can be broken down into clear, step-by-step instructions by writing simple algorithms using real-life examples and representing their thinking visually through flowchart symbols. Through hands-on activities and collaborative learning, students strengthened their logical thinking, problem-solving skills, and confidence in organising ideas in a structured manner. Alongside this, students developed an understanding of **Digital Citizenship and Cyber Safety Basics**. They learned the importance of using the internet responsibly, keeping personal information safe, creating strong passwords, and demonstrating kindness and respect in online spaces. Through guided discussions and interactive activities, students became more aware of how to stay safe in the digital world and grow into responsible, thoughtful, and smart digital citizens.



Learning and Teaching - This Month

Class presentations on learnt Civilizations



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Learning and Teaching - Month Ahead

Transdisciplinary Theme

Where are we in place and time

Central Idea:

Evidence of ancient civilizations facilitates people to make connections with present-day societies.

Lines Of Inquiry:

Characteristics of civilizations and societies

Collecting, analyzing and validating data to understand the effects of ancient civilization

Connection between past, present and implications for the future

Specified Concepts:

Form Causation Connection

Additional Concepts:

Civilization Chronology Measurement Pottery

In the coming weeks, students will explore the reasons for the depletion of natural resources.

The learning will begin with a provocation activity to help students understand what depletion means and why it occurs. Students will be divided into groups to research different natural resources and the causes of their depletion. They will read case studies on the overuse of natural resources, empathize with the problems faced by communities, and define clear problem statements based on their understanding.

Students will also attend a guest talk to deepen their understanding of real-world challenges related to natural resource depletion.

The unit will be meaningfully connected to the Design Thinking Process, where students will engage in the stages of empathize, define, ideate, prototype, and test. They will apply this process to real-life contexts by designing solutions for sustainability and responsible resource use.

Through this integrated approach, students will develop critical thinking, collaboration, research, and problem-solving skills while building a deeper understanding of sustainability and responsible use of natural resources. This process helps students think creatively, work together, and find practical solutions to real-life problems.

Students will explore how the choices people make every day affect natural resources around the world. By learning about SDG 12 – Responsible Consumption and Production, they will understand that using water, electricity, fuel, food, and materials wisely helps reduce waste and protects resources for others.

Students will see that when resources are overused or wasted, some communities may not get enough. This helps them connect their learning to real life and understand how their actions can support fair access to natural resources for everyone.



Learning and Teaching - Month Ahead

Transdisciplinary Language

In the coming weeks, our students will sharpen their communication skills as they transition into more complex forms of reporting and analysis. A key focus will be Summary Writing, where students will learn to distill large amounts of historical and environmental data into concise, impactful overviews. To help them report their findings accurately, we will introduce Direct and Indirect Speech, teaching students how to quote experts and paraphrase historical accounts with proper punctuation and structure.

To add depth to their explanations, we will dive back into Cause and Effect writing, exploring the "why" behind global shifts in our new unit. Students will also begin using Correlative Conjunctions (such as *either... or*, *neither... nor*, and *not only... but also*) to create more sophisticated and balanced sentences. These linguistic tools will empower our learners to write with greater authority as they synthesize information and present their inquiries to the school community.

Transdisciplinary Math

As we begin our new unit, Sharing the Planet, students will use mathematical tools to investigate how we manage and protect Earth's resources. Using Maps and Directions, learners will master the eight cardinal directions to track the global movement of goods and locate vital natural habitats. To understand resource distribution, we will explore Fractions as a set, helping students visualize how resources are shared across different communities.

In our study of space and balance, students will apply Area and Perimeter of squares and rectangles to design sustainable land-use models, while identifying Symmetry in the natural world. We will also introduce Probability to predict the likelihood of resource availability in the future. Through these skills, students will gain a data-driven perspective on what it truly means to share our planet responsibly.



Learning and Teaching - Month Ahead

HINDI

Students will explore लिंग (gender forms) and अनौपचारिक पत्र लेखन (informal letter writing) through guided discussions and writing tasks. These experiences aim to strengthen functional language use, clarity of expression, confidence and a positive connection with Hindi.

TELUGU

In the upcoming month, students will continue their learning through interesting stories.

FRENCH

In February, students will learn *Il y a* and basic negation. They will be introduced to the structure *Il y a* to describe the presence of people, animals, or objects, as well as its negative form *Il n'y a pas*. Students will practice forming simple affirmative and negative sentences and participate in speaking and writing tasks to describe familiar places using these structures.

SPANISH

Students will begin learning about modes of transport in Spanish along with the verb *ir*. They will explore transport-related vocabulary, practice conjugating *ir* and use it in simple sentences through speaking and writing activities. This unit will help students confidently talk about movement and daily travel in Spanish.



Learning and Teaching - Month Ahead

Compulsory Language - TELUGU

Students will revise the Telugu letters from “క” to “ష” 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 also 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 words effectively.

Additional Language - HINDI

Students will revise Hindi Varnmala. Learn the names of days and months. Practice poem recitation. Continue improving reading, writing, and speaking skills.

DANCE

Students will learn controlling and combining different movements. Students will learn freestyle hip hop dance (Uprock, Foot shuffles, Spins and turns) with music in combination of long and short movements.

DRAMA

Students will combine music with movement to create expressive performances. They will work in groups to design simple musical stories with a clear beginning, middle, and end. Students will explore space, levels, and coordination while rehearsing with music, voice, and movement. The unit will conclude with a musical sharing, where students will present short group performances and give peer feedback.



Learning and Teaching – Month Ahead

VISUAL ART

The month ahead is going to be a month of exploration and application of the learning that has shaped our learners throughout the year. They will be designing their own products through the process of design thinking. Right from identifying problems to finding solutions, our students will apply their skills in drawing to visually design the products. This will not only sharpen their skills in drawing and painting, but also develop their problem-solving capacity. We are looking forward to a purposeful and productive month ahead.

PE

In the coming month, students will begin their basketball unit by sharing their prior knowledge of the game. They will be introduced to fundamental basketball skills, including proper grip of the ball, passing and dribbling, helping them build a strong foundation and confidence in the sport.

ICT

Students will be introduced to Scratch, a child-friendly, block-based coding platform. They will explore how to create simple animations and stories by working with commands, sprites, and backgrounds. Through hands-on and creative activities, students will build foundational coding skills, strengthen their logical thinking and problem-solving abilities, and express their creativity while discovering how programs work in a fun and engaging way.

Music

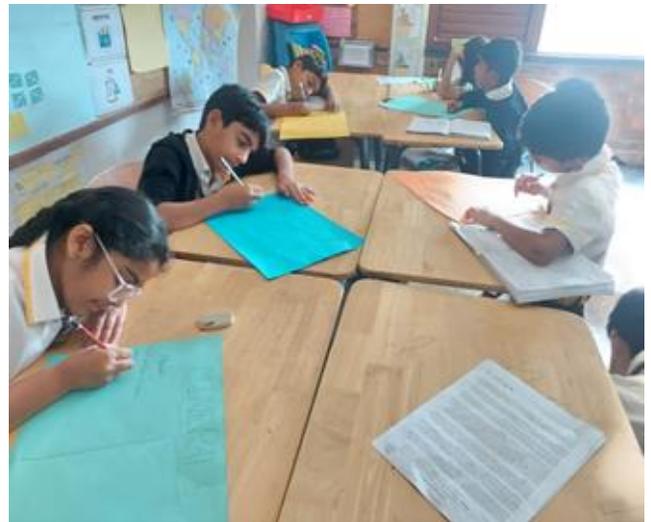
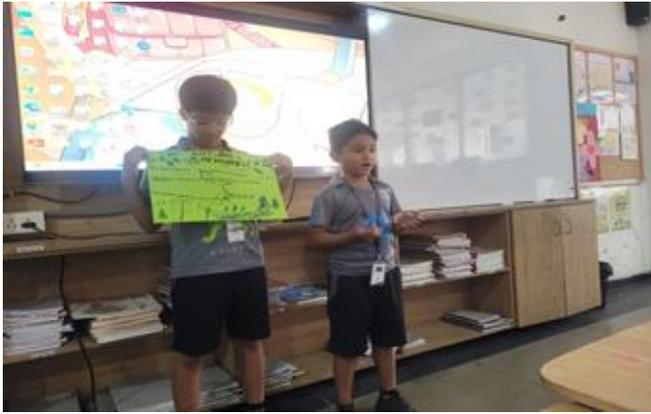
Students explored the Transdisciplinary Theme: Sharing the Planet by connecting music with nature and the environment. They listened to natural sounds, created rhythms using body percussion, and discussed how musical instruments depend on natural resources. They also learned and practised “The Earth Song,” focusing on the next lines, verse, and chorus, using music to express care, responsibility, and action towards protecting our planet.



Provoked to Think: Exploring the Central Idea



Provoked to Think: Provocation Task to unpack the unit



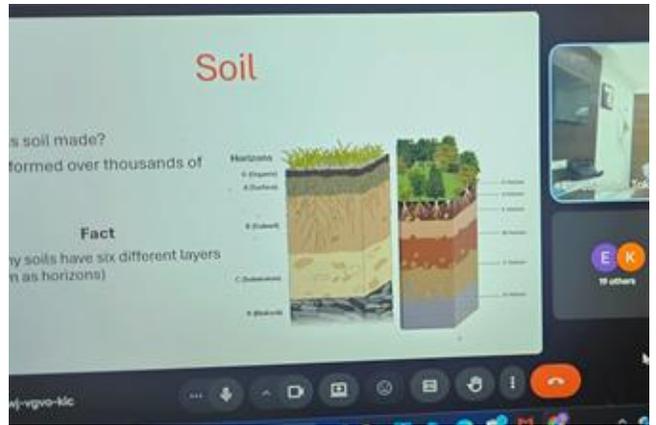
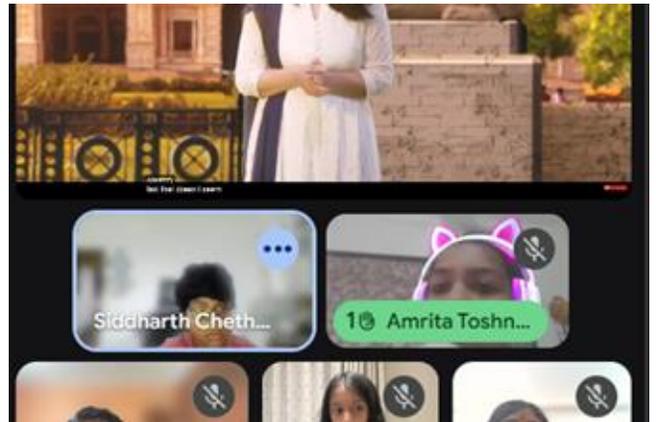
Learning and Teaching - Field trip to Telangana State Archeological Museum



Space Lab - Learning



Virtual Learning Week



Happenings Month Ahead

Events	Date
World Mother Language Day	20th February
World Read Aloud Day	4th February
Global school Play day	6th 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/>

