



P R I S M

Grade 1

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



Professional development

Our teachers participated in a professional development session facilitated by the PYP Academic Administration Coordinator, focusing on the importance of VTR aligned with Bloom's Taxonomy. The session strengthened teachers' understanding of how to plan, observe, and reflect on learning engagements that intentionally develop students' thinking skills. Through guided discussions and practical examples, teachers explored ways to frame effective questions, design purposeful learning experiences, and use reflection to enhance student thinking. This professional development experience enriched teachers' instructional practices and deepened their awareness of how thoughtful interactions influence students' learning and well-being. The session fostered meaningful collaboration among staff and reinforced a shared commitment to creating inclusive, supportive, and engaging classroom environments.



School Philosophy – 5 Developmental Pillars

Mindfulness and wellbeing

At school, mindfulness is an integral part of our daily routine, encouraging students to pause, breathe, and connect with themselves. Children engaged in practices such as mindful breathing, mindful movement, five-senses awareness, self-awareness, and mindful thinking, helping them remain calm and focused during learning. Through guided reflections, students learned how mindfulness supports emotional regulation and promotes kindness towards themselves and others. They also set personal goals, understanding that mindfulness is not only about stillness but about making thoughtful choices each day.



Core values

As part of our core value focus on Gratitude, students explored the importance of being thankful and appreciating the people and things around them. Through stories, sharing circles, and simple classroom activities, children learned how expressing “thank you,” recognizing others’ efforts, and valuing small moments can bring happiness to themselves and others. These engagements encouraged students to notice and acknowledge kindness, help, and support in their daily lives. By practicing gratitude, our learners are nurturing positive attitudes, strengthening relationships, and contributing to a caring and respectful classroom community.

School Philosophy – 5 Developmental Pillars

Global leadership

Students participated in a special assembly on Sankranti, where they showcased how the festival is celebrated in different states of India. Through performances and presentations, students highlighted the causes and reasons for celebrating Sankranti. They shared Sankranti is a harvest festival, an opportunity to express gratitude to farmers and reflected on the rich cultural diversity of the country by sharing how harvest festival is celebrated across the country. This experience helped students develop cultural awareness, respect for diverse traditions, and an understanding of shared values that connect communities across regions.



Holistic Excellence

As part of the Life Skills programme, students were introduced to Dining Etiquette, beginning with Floor Dining Etiquette during a planned snack break. Teachers facilitated the session using a video and age-appropriate research material, followed by engaging discussions that helped students understand the scientific and health benefits of sitting on the floor while eating, such as improved posture, better digestion, flexibility, and mindful eating. Through these conversations, students developed awareness of how traditional dining practices contribute to overall health and well-being.



School Philosophy – 5 Developmental Pillars



Stakeholder engagement

At The Gaudium, stakeholder engagement plays an important role in building a strong and connected learning community. As part of this, students participated in Sports Day by performing a cap drill and hula hoop drill, showcasing coordination, balance, and teamwork. With the encouragement and support of parents and teachers, students confidently demonstrated discipline, focus, and enthusiasm, making the event a joyful celebration of physical fitness and collective effort.



Learning and Teaching – This Month

Transdisciplinary Theme:

Sharing the planet

Central Idea :

Waste Impacts life around us

Lines of Inquiry:

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

Specified Concepts:

Causation , Function , Perspective

IB Learner profile:

Principled , Reflective , Caring

Students inquired into various types of waste and explored how waste affects humans, animals, plants, and the environment. By observing images, videos, and real-life examples, they developed an understanding of the cause-and-effect relationship between waste generation and its impact on living things.

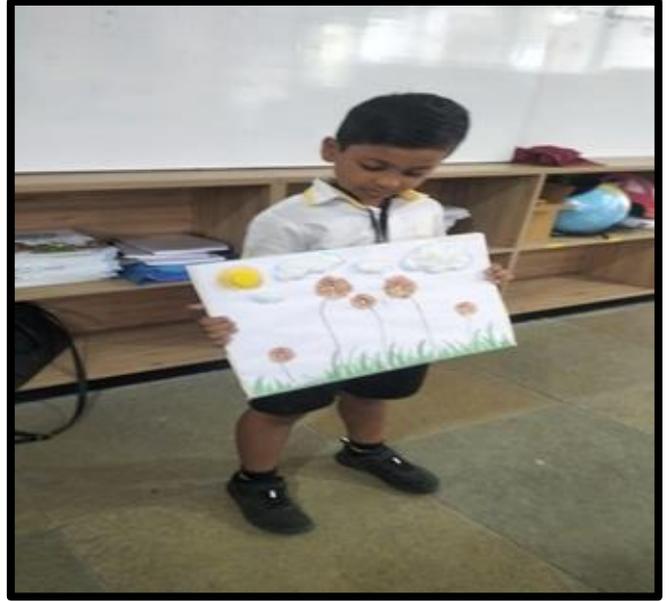
As part of their learning, students explored the function of waste management systems, including segregation of waste, recycling, and responsible disposal. They discussed why these systems are important and how they help keep the environment clean and safe for all living beings.

Throughout the unit, students developed key IB Learner Profile attributes. They acted as principled learners by understanding the importance of making responsible choices, showed caring attitudes towards the environment and living things, and became reflective thinkers by considering how their actions impact the planet.

This unit empowered students to take ownership of their actions and understand that even small choices can make a big difference in caring for our shared planet



Learning and Teaching



Learning and Teaching - This month

Transdisciplinary Language

Students will be exploring narrative writing by sharing stories based on their own real-life experiences. They will begin the writing process by drawing pictures to help plan and organize their ideas. Using these drawings as a guide, students will write simple, meaningful sentences to describe who was involved, what happened, where it happened, and how they felt.

Through guided storytelling activities, students will practice sequencing events in the correct order, using time words such as first, next, and finally. They will also be encouraged to use descriptive words to make their stories clearer and more engaging. This ongoing practice supports students in developing confidence, creativity, and clarity as they express their thoughts, emotions, and personal experiences through writing.

Transdisciplinary Math

Students will continue practicing subtraction with regrouping by deepening their understanding of numbers through tens and ones. They will explore how a ten can be regrouped into ten ones when there are not enough ones to subtract, using concrete materials such as place-value blocks, drawings, and number lines. These hands-on experiences will help students visualize the regrouping process and make sense of each step involved in subtraction. With guided instruction, repeated practice, and opportunities to solve simple word problems, students will apply their learning to real-life situations. This structured approach will strengthen their understanding of place value, improve accuracy, and build confidence, logical thinking, and effective problem-solving skills.



Learning and Teaching - This month

Telugu

This month, students explored the “త and ప వర్ణం” (pa-vargam) letters through engaging, hands-on activities. They drew pictures related to each letter, identified the images, and learned their names, strengthening their sound-symbol understanding. Students also listened to the stories సింహం కుందెలు నీతి కథ, hallula geyam and పలక గేయం which helped them build new vocabulary, improve listening skills, and make connections with familiar contexts.

Spanish

During the month of December, students were introduced to exciting and essential Spanish vocabulary topics. They learned basic colours in Spanish and practiced identifying and naming them through games, flashcards, and oral activities. Students also explored common classroom objects in Spanish, helping them connect the language to their everyday environment. In addition, they learned the names of different fruits in Spanish and practiced pronunciation through speaking and matching activities.

French

Students learned Les nombres (numbers). They practiced counting through engaging activities such as number games, flashcards, and oral repetition exercises. Students learned to recognize, read, and say numbers confidently and participated in simple tasks that helped them use numbers in basic classroom situations.

Hindi

In December, students learned the sounds and writing patterns for the letters 'द', 'क', 'ब', 'भ' by watching fun videos. These videos helped them see and hear the small differences between each letter. We also sang the poem “Mummy Ki Roti Gol Gol” together to practice the letter 'भ' and other letters.

In the month of January, as part of our theme, “How We Express Ourselves” we explored the idea of Culture and festivals. After listening to the poem and reflecting on their own real-life experiences, the students drew their favourite pictures to show how they celebrate traditions. It was a great way for them to see how we use language and art to share our feelings and ideas with others. Students will spend the coming days in January revising all their letters and familiarising themselves with related picture names.

Compulsory Telugu

Students learned to recite the Telugu rhyme “Amma Modati Daivamu” along with Telugu number names and a rhyme. They practiced counting numbers from 1-10 orally. Students also learned how to introduce themselves in Telugu during class.



Learning and Teaching - This month

Drama

In the previous unit, students explored celebrations and festivals, learning how people come together to express joy, culture, and traditions through stories and drama activities. We are now moving into a new unit in which students will prepare for a Theatre Day performance. During this unit, children will learn a script and take part in guided rehearsals. Through these rehearsals, students will begin to understand how a performance is created step by step. The focus of this unit is on the process of production. Students will explore basic theatre skills such as using their voice and body, expressing emotions, following cues, and working together as a team. These activities help build confidence, cooperation, and stage awareness in a playful and supportive environment. This learning experience supports not only the final performance but also the development of important creative and social skills.

Dance

Students learned the next set of movements in South Indian folk dance, focusing on coordinating their steps with the rhythm and timing of the music. Through guided practice, they improved their body coordination, balance, and sense of rhythm while enjoying the cultural essence of the dance form. The sessions encourage active participation, confidence, and joyful expression through movement.

Music

In this unit, students are discovering how music expresses feelings, ideas, and culture. They are exploring songs, rhythms, and instruments to convey emotions through sound and are beginning to develop their ability to express themselves musically.



Learning and Teaching this month

Visual Art

Students extended their learning by analysing artworks in groups to understand the artist's visual language. They shared their own perspectives and interpretations of the artwork. Students further explored the elements of art by revisiting texture, identifying both visual and real textures. They experimented with different ways of creating textures and filled the given picture using these textures to complete their artwork.

Students applied their understanding of the elements of art by creating artworks that reflected their culture. They also explored different art-making techniques, including printing. Students created an image of their choice on a foam sheet and produced multiple prints using the negative printing technique.

PE

This month, students will revise previously learned gymnastics skills such as pike jump, tuck jump, 360-degree jump, and forward roll, helping them connect prior learning with new experiences. They will participate in an assessment on the forward roll, where body control, balance, coordination, and safe movement will be observed using a teacher checklist. Building on this learning, students will be introduced to the sideward roll and explore how proper body positioning and coordination support successful movement. Through discussion and reflection, students will also learn about the benefits of gymnastics skills and how they contribute to strength, balance, coordination, and overall physical well-being.

Wellbeing

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.



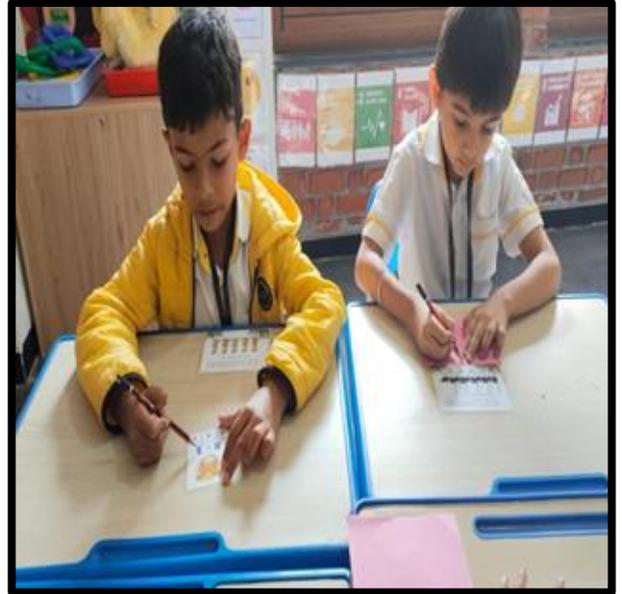
Learning and Teaching -Sorting objects into biodegradable and non biodegradable Wastes.



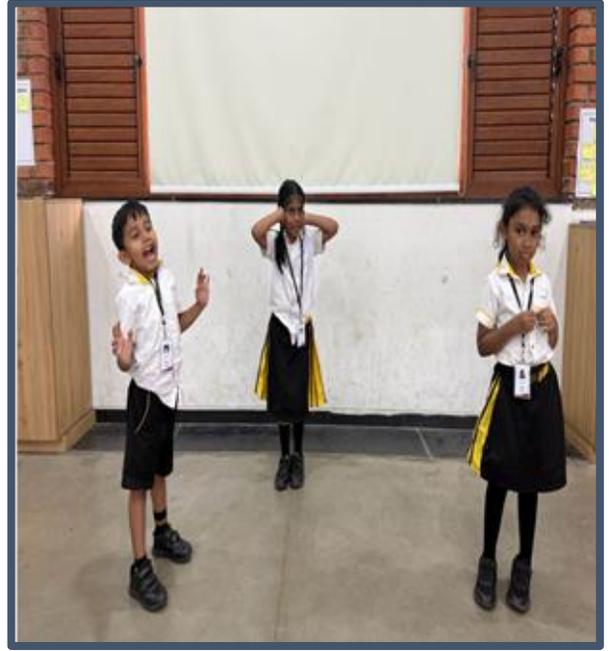
Students engaged in a hands-on learning experience by sorting objects into nature-made and man-made categories. Through careful observation, discussion, and sharing of ideas, they identified items that come directly from nature and those created by people. Students were encouraged to think about how everyday objects impact to the environment. As students sorted objects and explained their choices, they began to recognize the impact of human-made items on the environment and how responsible choices can help protect natural resources. This experience supported the development of environmental awareness and encouraged students to reflect on their role in caring for the planet.



Learning and teaching: Subtraction



Learning and Teaching: In Theatre



Learning and Teaching – Month Ahead

Unit of Inquiry

Transdisciplinary Theme

Sharing the planet

Central Idea

Waste Impacts life around us

Lines of Inquiry

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

Specified Concepts

- Causation , Function , Perspective

IB Learner Profile Attributes

- Principled , Reflective , Caring

In the coming month, students will deepen their inquiry into *Sharing the Planet* by exploring how personal choices influence the amount of waste we create or reduce. Through real-life connections and age-appropriate activities, students will begin to understand that everyday decisions can have a positive or negative impact on the environment.

Students will observe and reflect on their daily routines at home and school, such as using plastic versus reusable items, wasting food, and caring for classroom materials. They will engage in discussions and sorting activities to identify choices that create waste and those that help reduce waste.

As part of their learning, students will explore simple actions like reducing, reusing, and recycling, and discuss how being mindful of their choices can help protect living things. They will share their perspectives, listen to others' ideas, and reflect on how small changes can make a big difference.

This line of inquiry will strengthen key IB Learner Profile attributes, as students act as principled learners by making responsible decisions, show caring attitudes towards the environment, and become reflective thinkers by considering how their actions affect the world around them.

Through this inquiry, students will be empowered to take ownership of their choices and understand their role in caring for our shared planet



Learning and Teaching - Month Ahead

Transdisciplinary Math

Students will focus on Time in Mathematics. They will learn to identify the parts of the day—morning, afternoon, and evening—and sequence daily activities in the correct order. Through understanding routines and schedules, students will develop awareness of how managing time helps them care for themselves, others, and the environment.

As a transdisciplinary connection, students will also be introduced to Data Handling. They will collect and represent simple data related to their routines and responsible actions, helping them observe changes over time and understand how small actions can make a positive difference in shared spaces.

Transdisciplinary Language

Students will explore the concepts of fact and opinion in English. They will learn to identify statements that are true and can be checked and those that express personal thoughts or feelings. Through stories, discussions, and simple examples, students will begin to share their ideas confidently.

Building on this understanding, students will also be introduced to persuasive writing. They will learn how to use words to express an opinion and give simple reasons to encourage others to make positive choices. These activities will support students in developing clear communication skills while learning to listen to and respect different viewpoints.



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUUM DEL IB



Learning and Teaching - Month Ahead

Telugu

In the upcoming month, students will continue practising letter formation while strengthening their reading and writing skills. A variety of engaging activities will be planned to help them recognise letter sounds, blend simple words.

Spanish

Students will continue learning vegetables in Spanish and will practice expressing what they like and do not like. They will also be introduced to new and simple vocabulary related to nature. Through pictures, songs, actions, and fun speaking activities, the focus will be on listening and speaking practice, helping young learners confidently say words and short sentences in Spanish.

Hindi

Students will begin exploring the letters Ya (य), Ra (र), La (ल), and Va (व) through engaging stories and poems! They will gain hands-on experience by sorting pictures and writing new words in their notebooks, helping them with the writing pattern.

French

Students will learn Les fruits et les légumes (fruits and vegetables). They will explore vocabulary for common fruits and vegetables through pictures, songs, and interactive activities. Students will practice identifying and naming different items and will form simple sentences to express likes and dislikes. They will also take part in speaking tasks to describe their favorite fruits and vegetables.

Wellbeing

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.



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUUM DEL IB



Learning and Teaching – Month Ahead

Music:

In September month, students will be learning the Continent song with enthusiasm. They will practice regular vocal warm-ups to improve their pitch, tone, and clarity, which will help strengthen their singing technique. By performing together, students will develop confidence, teamwork, and a love for music while enjoying the experience of singing as a group.

.PE

In Physical Education lessons, students practiced basic gymnastics skills to develop balance, strength, coordination, and body control. They learned side rolls with a focus on safe movement and correct body positioning, used the balance beam to improve stability and confidence, and participated in bar hanging activities to strengthen upper-body muscles and grip. Along with physical skills, students were introduced to the importance of a healthy diet and how nutritious food supports energy, growth, and overall well-being.

Dance

In Folk Dance, students continued learning South Indian folk dance steps while developing rhythm, coordination, and confidence. They will soon be introduced to a new dance choreography for the upcoming Theatre Day performance. This will give students an opportunity to explore expressive movements, work together as a team, and showcase their learning on stage with enthusiasm and joy.

Drama

In the coming month, our young learners will engage in provocation and prior knowledge activities to share what they already know about jumping and movement. They will inquire into the skills of the 360-degree jump and tuck jump, exploring how to use their bodies safely and effectively. Through fun and engaging activities, students will work on improving their body control, balance, and landing techniques. They will learn to maintain proper body alignment, bend their knees while landing, and build confidence while performing rotational jumps.

The expected benefits of this activity include improved body coordination and flexibility, enhanced leg and core strength, and increased confidence along with better spatial awareness. To ensure safety, students should always land with soft, bent knees to prevent injury, maintain sufficient space between peers while jumping, and keep proper body balance while avoiding quick or sudden twisting movements.

Visual Arts

In the upcoming month, students will extend their learning by connecting the elements of art to signs and symbols, understanding that artists use line, shape, color, and other elements to convey meaning and create visual communication—just as signs use simple symbols to represent ideas



Learning in Action.....



Student-initiated actions were clearly observed as students confidently shared the cultural elements that were presented and actively engaged in discussions about key aspects of their own cultural identities. They listened attentively to their peers, asked thoughtful questions, and made meaningful connections between different traditions and practices. Through this exchange, students demonstrated respect for one another's cultures and developed an appreciation for diversity, thereby strengthening their intercultural understanding and sense of belonging within the learning community.



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/>

