



P R I S M

Grade Nursery  
December-January 25-26



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

## Core Value

Our five core values - **Respect, Empathy, Integrity, Gratitude, and Perseverance**—guide our students towards happiness and responsible citizenship.

In **December**, students explored the value of **Gratitude** through mindful and reflective learning experiences. They participated in gratitude circles, sharing appreciation for their friends, teachers, and families.

Through these discussions, students learned that gratitude goes beyond saying “thank you” and includes recognising kindness, valuing others’ efforts, and contributing to a caring and respectful learning community.

In **January**, students demonstrated **Perseverance** by continuing to try even when learning felt challenging. These experiences supported their growth as confident, resilient, and reflective learners.



## Mindfulness and Wellbeing

As part of our mindfulness programme, students practised calm-down exercises to help them relax, focus, and manage their emotions effectively. These activities supported emotional regulation, inner calm, and self-awareness, making mindfulness a joyful and meaningful experience for our young learners

# School Philosophy - 5 Developmental Pillars

## Stakeholder Engagement

As part of our commitment to meaningful stakeholder engagement, guided by the pillar of connect, communicate, and collaborate, we organized Sports Day at the Gaudium campus as an authentic learning experience for our school community. Aligned with the IB philosophy, Sports Day promoted holistic development, learner agency, and student well-being. Through age-appropriate physical challenges and races, students demonstrated key IB Learner Profile attributes such as collaboration, resilience, confidence, and sportsmanship, while exploring concepts of fair play, perseverance, and respect.



Parents actively supported and encouraged the students to participate and overcome the hurdles in the races, strengthening connections. Overall, Sports Day exemplified experiential learning beyond the classroom, fostering lifelong skills and a shared sense of community rooted in IB values.

Parent guest talk aligned with the ongoing theme further enriched learning by sharing real-life experiences, strengthening school-home partnerships, and supporting students' holistic development.



# School Philosophy - 5 Developmental Pillars

## Holistic Excellence:

As a 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

## Global Leadership

Our Nursery learners are beginning their journey as global leaders by learning to care, share, and respect others. Through stories, role play, and collaborative play, children are encouraged to be kind, listen to their friends, and understand that everyone is special. These early experiences help nurture empathy, confidence, and a sense of responsibility—important qualities of future global citizens..



# Learning and Teaching – This Month

## Unit of Inquiry:

Who We are

- **Central Idea:** Family relationships contribute to shaping our identity

## Lines of inquiry:

- Diversity of families
- Responsibilities within the family
- Way families influence who we become

## Specified concepts:

- Change
- Responsibility
- Causation

## Attributes of Learner Profile:

- Caring
- Open-minded
- Reflective

## Unit of Inquiry

As part of the Unit of Inquiry under the transdisciplinary theme *Who We Are*, students explored the central idea **“Family relationships contribute to shaping our identity”**, with a focus on understanding **family responsibilities**. Through engaging role play activities, children enacted family roles and responsibilities, helping them develop empathy, cooperation, and a sense of belonging. Simple questionnaires and discussions encouraged children to share about their families, strengthening communication and social skills. Cultural connections were explored through traditional dress and food, allowing students to appreciate diversity within families. A parent-led guest talk further enriched the inquiry, making learning meaningful and engaging through real-life connections and shared experiences.



# Learning and Teaching - This Month

## Language

Students explored phonics through the letters **g** and **o**, along with Group 3 letters (**u**, **l**, **f**, **b**), following the **Jolly Phonics** approach. Engaging activities, songs, stories, and multisensory techniques such as actions and games strengthened phonemic awareness and correct letter formation. Learners also revised Set 1 and Set 2 letters and enhanced early story sequencing skills through picture discussions and storytelling, making learning interactive, joyful, and meaningful.

Students celebrated the *Joy of Reading* through engaging and age-appropriate activities. Children explored a variety of books, shared their favourite stories, and learned about the basic parts of a book through a big book session. An interactive storytelling activity brought stories to life, making reading fun and meaningful.

## Math

Students learned numbers **13 to 18** using flashcards, object counting, sand tracing, and creative activities such as finger painting and number dabbing. Group games reinforced one-to-one correspondence, counting skills, and the concepts of *more* and *less*. Students practised oral counting and were introduced to backward counting from **10-1** and after numbers from **1-10**. Pattern concepts were revisited through hands-on activities, strengthening number sense in a fun and engaging way.



# Learning and Teaching – This Month

## Visual Art

Students explored shapes through creative and observational activities. They created shapes by joining four dots, coloured their creations, and discussed their work. Learners observed and identified shapes such as **square, circle, rectangle, star, and diamond** in artworks and real-life objects. They created pictures like snowmen, Christmas hats, and trees using basic shapes through drawing, tracing, colouring, and cut-out activities. Discussions focused on identifying shapes, comparing differences (such as square vs rectangle), and recognising shapes in their surroundings.

## PE

Students practised for the Annual Sports Day and inquired into the skill of **catching**, learning its importance in developing coordination and control. They focused on correct body posture and effective ball-handling techniques.

Students inquired into the skill of **throwing**, exploring its role in coordination and control. They practised maintaining correct posture and effective ball-handling techniques through structured activities.



# Learning and Teaching – This Month

## Music

Students learned the song “*Jingle Bells*”, practising group singing with keyboard and guitar accompaniment. This helped develop pitch accuracy, steady tempo, and attentive listening, allowing students to understand how voices and instruments work together.

Students explored the song “*Hello*”, building confidence in group singing while strengthening listening, melody, and vocal expression. Learners were also introduced to basic note values and durations:

Whole notes (4 counts), Half notes (2 counts), Quarter notes (1 count)

These experiences supported early musical literacy in an engaging and enjoyable way.

## Drama

Students explored the story *The Lion and the Mouse* by wearing animal masks and speaking simple dialogues. They used facial expressions and body movements to express character emotions, enhancing storytelling and expressive skills.

Students practised the dialogues with greater confidence while learning basic stage rules such as entry, exit, and waiting for cues. Through repeated practice, they will improve voice clarity, coordination, discipline, and confidence during performances.

## Dance

### Freestyle & Creative Movement – Celebrating Energy and Joy

In **December**, students explored freestyle and creative movement through two routines—one energetic routine for Sports Day and one joyful Christmas-themed dance. These activities helped develop confidence, rhythm, expression, and enjoyment.

In **January**, students continued exploring creative steps, expressive gestures, and playful movements, strengthening body awareness, coordination, and self-expression.



# Learning and Teaching - This Month



Students strengthened their mathematical understanding through real-life examples, hands-on block activities, engaging number recognition tasks. These experiences helped building early number sense, and problem-solving skills.



# Learning and Teaching - This Month



Students deepened their understanding by exploring different cultures through interactive activities such as cultural visits and meaningful role plays.



# Learning and Teaching - This Month



Students developed early language skills by learning letter sounds through hands-on activities, joyful reading experiences, and engaging storytelling sessions.



# Learning and Teaching - This Month



Students actively participated in PE, Dance, and Art classes, engaging in meaningful learning experiences that supported physical development, creative expression, coordination, and overall well-being in a joyful and engaging manner.



# Learning and Teaching - This Month



Students experienced a meaningful guest session by Mr. Syam Arunji Dasi, father of Nursery student - Kristyn Abigail Dasi on the unit, 'Who we are - Family relationship.'



# Sankranti Celebrations



Students joyfully participated in the Sankranti celebrations, experiencing the festival through colourful and vibrant activities



# Christmas Day Celebrations



Students joyfully participated in the Christmas celebrations, engaging in festive activities that supported their holistic development by nurturing social skills.



# Sports Day



Students actively engaged in the sports event through a coordinated sports drill and enthusiastic participation in a game, showcasing teamwork, energy, and physical coordination.



# Learning and Teaching – Month Ahead

## Unit of Inquiry:

Who we are

## Central Idea:

Family relationships contribute to shaping our identity.

## Lines of inquiry:

- Diversity of families
- Responsibilities within the family
- Way families influence who we become

## Specified Concepts:

Change

Responsibility

Causation

## Attributes of Learner Profile:

Caring

Open-minded

Reflective

## Unit of Inquiry

Students will explore the central idea *“Family relationships contribute to shaping our identity.”*

They will inquire into the **roles and responsibilities within their families** and understand how each family member contribute to creating a caring and supportive home environment. Students will discuss the **changes they observe in their families over time**—such as birthdays, new routines, and shared experiences—and will learn how these changes influence their identity and personal growth.

Through meaningful discussions, real-life connections, and reflective activities, students will develop an understanding of the key concepts of **Change, Responsibility, and Causation.**



# Learning and Teaching – Month Ahead

## Language

Students will continue their joyful language learning by exploring Set 3 of Jolly Phonics sounds, along with the sounds v, u, and z. These sounds will be introduced in play-based and multisensory ways through songs, actions, stories, picture cards, sensory play, and fun classroom games.

Children will also practice reading ORT (Oxford Reading Tree) books, helping them develop early listening skills, sound recognition, and a love for books. Through shared reading and guided interactions, students will begin to connect sounds with pictures and words in a relaxed and encouraging environment.

## Math

Students will develop their understanding of numbers through hands-on and play-based learning. Children will practice backward counting from 10 to 1 and explore numbers 16 to 20 using concrete materials and manipulatives.

Through these engaging activities, students will act as Inquirers by exploring numbers through play, and as Thinkers by making sense of counting and quantity. Simple activities using tally marks will encourage children to become Communicators as they share their learning and talk about numbers with confidence.



# Learning and Teaching – Month Ahead

## PE

This month, students will inquire into the skill of throwing. They will explore the importance of throwing in developing coordination and control. Throughout the sessions, they will practice maintaining correct body posture and effective ball-handling techniques while throwing.

## Dance

### Jazz Dance (Basics)

In February, our learners will be introduced to Jazz Dance (Basics) through energetic and expressive movement connected to the theme *Sharing the Planet*. Learners will develop coordination, rhythm, and confidence while moving with awareness of space and others.

## Music

Students will be learning vocal exercises on 5 notes ( Do Re Mi Fa So) and rhythm clapping for 4/4

## Drama

Students are going to perform the story in groups, working together as a team. They will follow simple directions and receive guided support whenever required. This will help them build confidence, cooperation and an understanding of group performance.

## Art

Students will explore the tear and paste art technique by observing sample artworks, watching a short video, and creating their own designs using torn newspapers or colored paper. They discussed similarities and differences between the artworks and the video demonstration. The session also included basic paper folding activities to create simple craft items. It concluded with a storytelling session using finger and stick puppets, followed by students creating their own puppets using simple materials.



# Happenings Month Ahead

Events	Dates
World Read Aloud Day	4th Feb 2026
Global school Play day	6th February
World Mother Language Day	20th 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/>



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