



P R I S M

Nursery
December 2025 & January 2026



Message from the Founder and Director

Dear Parents,
Greetings from the Gaudium!

Our theme for this year's Annual Sports day is "The Power of Possibility." Every child is born with an incredible sense of possibility or a natural belief that anything they dream of is achievable. This belief is powerful. It shapes how they see themselves, how they understand the world, how they face challenges, and how they grow emotionally, mentally, and socially. But today, there are many factors limiting this innate power and we as parents and teachers have to be extremely vigilant.

Children today are becoming increasingly emotionally sensitive, more anxious, more afraid of failure and in some cases as we are seeing in the news, they are even taking drastic steps when they are unable to cope. This makes it even more important than ever to build resilience, grit, and emotional strength in them from a very early age.

How do we do this? What are some of the essential approaches that we can take?

Number 1. We must refrain from shielding our children from every discomfort they face and refrain from solving their social problems. Children must be guided, corrected, and intentionally groomed by the adults around them. They need to experience the full range of human emotions from a young age like embarrassment, resentment, disappointment, failure, frustration, rejection, hurt, fear, anxiety, and even boredom. They must learn to accept these emotions as a natural part of life, something every human being goes through. When we shield them from experiencing these emotions, we unintentionally weaken their ability to face real-life challenges. Today, many parents rush to protect their children from the smallest discomforts like forgotten homework, missed deadlines, conflicts with friends, or small failures. are what truly shape emotional resilience. But every time we rescue them, we take away an important opportunity: the chance for them to feel the consequences of their choices, to cope with those emotions, and to learn how to take the next step forward.



We must allow children to experience discomfort instead of constantly shielding them from it. Discomfort is not harmful, it builds character. In fact, experiences, especially the difficult and uncomfortable ones.

Number 2. children need to be motivated to do hard things, even when they don't feel like doing them. They must learn that positive effort leads to positive outcomes through natural consequences. This is where real confidence is built and this will also lead to Discipline. Simple daily tasks like grooming themselves, completing homework on time, finishing what they started—may seem small, but they build mental strength, responsibility, and follow-through. A child who can function only when they are motivated will grow into an adult who crumbles under pressure. But a child who learns to do what is needed, even when it's difficult, grows into an adult who can persevere, take responsibility, and succeed. We, as parents and teachers, need to gently nudge children to take on difficult tasks according to their potential even when they don't feel like doing them.



Message from the Founder and Director

Number 3. We must teach children to handle boredom. Today's children live in a world of constant stimulation—screens, entertainment, notifications, and instant gratification. The moment life becomes quiet, they panic. Give them space without screens. Let them sit. Let them think. Let them reflect. Let them build something with their hands or simply observe the world around them. This quiet space, this boredom is where emotional resilience truly grows. Children raised on constant stimulation cannot tolerate stillness. They mistake quiet for discomfort and rush to fill it. But children who learn to sit with boredom develop patience, creativity, problem solving, independent thought and inner strength. We, as parents and teachers, should encourage children to practice meditation, chanting, or any spiritual discipline that helps them to sit with themselves, think, reflect, and build the capacity to tolerate stillness.

Number 4, we must teach children to take responsibility for their actions. Owning their mistakes and learning to apologise sincerely teaches humility, reflection, and emotional maturity. When they admit mistakes without fear of shame and apologise with understanding, they learn humility, confidence, and emotional balance. This courage to own their actions will guide them throughout life. A child who can admit mistakes grows into an adult who does not run away from growth. Teaching responsibility builds emotional strength, self-awareness, and the courage to stand by one's actions.

Number 5. perhaps most importantly they need to hear the word “No.” Children must learn that not everything will be handed to them. Life will not always go their way and they must accept it. They need to face rejection, failure, and disappointment and learn to understand why it happened. Why was I rejected? Why did I fail? What can I do differently next time? When children learn to process these emotions, they develop resilience, clarity, and inner strength. Saying “No” is not being harsh—it is preparing them for the real world. A child who learns to accept “No” becomes an adult who can handle setbacks without breaking.

All these approaches help children to believe in the power of their possibility that they can do hard things. They can handle discomfort. They can grow. They can try again. And that they can become more than what they are today. And most importantly, they stop getting shaken by small failures, insults, conflicts, disappointments, resentments, or setbacks. Instead, they learn to rise, reset, and move forward with strength.

As Educators and teachers, we are committed to reinforcing these values in school. But for children to truly benefit, it is vital that parents echo the same principles at home. We need to speak the same language, uphold the same boundaries, and model the same expectations. This is a partnership. Together, as co-parents in their growth especially since children spend nearly 60–70% of their waking hours with us.

Let us raise children who are not afraid of emotions, not afraid of effort, not afraid of failure.

Let us raise children who can stand strong, think clearly, choose wisely, and act courageously.

Kirthi Reddy
Founder and Director



Message from the Center Head

Dear Parents,

The months of December and January provided students with a range of meaningful learning experiences that supported their academic, physical, social, and emotional development, in alignment with the IB philosophy and Approaches to Learning skills.

In December, the highlight of the month was our Annual Sports Day, which served as an authentic platform for students to develop physical well-being while strengthening key ATL skills

Through participation in various events, students practised self-management skills such as perseverance, resilience, and emotional regulation as they faced challenges with confidence and determination. The events also encouraged social skills, as learners collaborated in teams, respected rules, and demonstrated fairness and sportsmanship. By communicating effectively with peers and teachers, students further developed their communication skills, showcasing confidence, clarity, and cooperation throughout the day.

In January, students engaged in rich cultural learning through the celebration of the Harvest Festival. This experience encouraged learners to develop research and thinking skills as they explored the significance of harvest traditions, agricultural practices, and the role of nature in sustaining communities. Students demonstrated social and communication skills by participating in discussions, sharing their understanding, and appreciating diverse cultural perspectives. The celebration fostered open-mindedness and caring, helping students recognise the value of gratitude, community, and respect for nature.



The month also included the celebration of Republic Day, which offered students opportunities to deepen their understanding of democratic values and civic responsibility. Through age-appropriate activities and discussions, learners strengthened their thinking skills by making connections between rights, duties, and responsible citizenship. Students practised communication skills by expressing their thoughts confidently and listening respectfully to others. The celebration supported the development of principled and reflective learners, as students considered their role in contributing positively to society.

Overall, the experiences across December and January enabled students to apply learning in real-life contexts while developing essential ATL skills. These engagements encouraged learners to become independent, responsible, and reflective, reinforcing the IB's commitment to nurturing lifelong learners who are equipped to face future challenges with confidence and empathy



Professional Development

In alignment with the IB philosophy of assessment for learning, the school conducted a professional development session focused on strengthening assessment practices. The session supported teachers in understanding assessment as an integral part of the teaching and learning cycle, aimed at informing instruction and supporting student growth.

Teachers explored formative and summative assessments and reflected on the importance of timely, meaningful feedback in helping students develop agency and take ownership of their learning. Emphasis was placed on designing assessment tasks aligned to learning objectives and ATL skills, encouraging higher-order thinking and reflection.

Additionally, the teaching team attended professional learning sessions at Kollur on Bloom's Taxonomy and Visible Thinking Routines (VTR). These sessions enabled teachers to plan learning experiences that promote conceptual understanding, critical thinking, and make student thinking visible in the classroom.

The insights gained from these professional development initiatives will be embedded into classroom practice to ensure assessments are purposeful, learner-centred, and aligned with IB principles of deep and lifelong learning.



School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

The students engaged enthusiastically in various mindfulness exercises such as Bunny Breathing, Balanced Walking, and In and out breathing . Bunny Breathing helped them calm their minds and focus their energy, improving concentration and emotional regulation. Balanced Walking encouraged them to maintain focus and balance, promoting body awareness and coordination. In-breath and Out-breath exercises allowed them to practice deep breathing, reducing stress and helping them feel more relaxed. They worked together with their peers, reflecting on what they are grateful for and discussing the significance of being mindful in their actions. In wellness sessions, children learned that a family is made up of people who love and care for them. Using role-play, puppets, and stories, they identified family members and learned values like love, care, sharing, and respect.



Core value

The core value of the month, Perseverance, was nurtured through activities such as exploring its meaning, watching stories, and sharing real-life examples. Students connected perseverance to learning tasks, highlighting the importance of effort, patience, and not giving up when faced with challenges. As part of the family unit, they also discussed ways to practice perseverance at home and in their daily routines.



School Philosophy- 5 Developmental Pillars

Holistic Excellence:

As part of holistic excellence, students learned about basic first aid, including how to react to the minor injuries and identify the first steps to follow in an emergency. They also engaged in motor skills development activities such as peeling bananas, oranges, and boiled potatoes, as well as mashing and cutting using plastic knives. These hands-on experiences helped enhance their fine motor skills, hand-eye coordination, and overall physical development.



Stakeholder - As part of stakeholder engagement, the school organized various events that brought students, teachers, and parents together to celebrate learning, culture, and values. **Sports Day** provided students with opportunities to showcase their talents through sports and performances, helping to build confidence and teamwork. Cultural celebrations such as **Christmas** and **Makar Sankranti** promoted joy, inclusiveness, and respect for traditions, while **Republic Day** fostered patriotism and awareness of national values. Together, these events strengthened relationships among stakeholders, reflected the school's achievements, and reinforced its commitment to holistic student development and shared values.



School Philosophy- 5 Developmental Pillars

Global Leadership - Students developed a sense of responsibility and belonging through **"Our Weekly Roles."** Children from Nursery, PP1, and PP2 took on simple classroom helper roles suited to their age. These included roles like Line Leader and Snack Helper, as well as roles such as Eco Warrior, Librarian, and Class Captain. Through these activities, students learned leadership, communication, and teamwork, and understood how their actions help the whole class. Along with these roles, students also took part in assemblies and confidently shared what they learned in music, dance, and other enrichment classes they attend outside school.



School Philosophy- 5 Developmental Pillars

Unit of Inquiry

Transdisciplinary Theme:

Who we are

Central Idea: Family relationships contribute to shaping our identity .

Lines of Inquiry:

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

Key concepts -

Change

Function

Causation

Learner Profile: Caring Open-minded Communicators

Unit of Inquiry:

Under the transdisciplinary theme “Who We Are,” students continued their inquiry into the responsibilities within relationships. Using a family photograph as a provocation, students shared about their father, mother, and siblings, and reflected on how family members care for and support one another.

Students extended their understanding by making real-life connections, sharing the responsibilities they hold towards their friends, teachers, and support staff within the school community. Through discussion and reflection, they identified how respectful actions, care, and cooperation help build positive relationships.

The inquiry was further deepened as students explored how relationships influence people’s feelings, choices, and behaviours, developing an awareness of empathy, mutual respect, and social responsibility.



School Philosophy- 5 Developmental Pillars

Language - Students revised the second set of Jolly Phonics sounds (c, k, e, h, r, m, d) and were introduced to new sounds from the third set (l, f, b, j, v). Through a variety of engaging and hands-on learning experiences, students explored letter-sound relationships using songs, stories, games, and visual prompts.

Students demonstrated their understanding by identifying letters, practicing pronunciation correct phonetic sounds, and connecting sounds to familiar objects and pictures. Guided practice supported correct letter formation, allowing students to develop fine motor skills. Vocabulary development was strengthened through storytelling, picture discussions, and shared conversations, encouraging students to express their ideas clearly.

Math - Students were introduced to pictographs and patterns, developing their understanding through a variety of hands-on learning experiences. They explored and created colour patterns, identifying and arranging them in the correct sequence, which supported logical thinking and observation skills.

To deepen their understanding of number concepts, students participated in movement-based activities using numbered squares, encouraging active engagement while recognising and sequencing numbers. Students were further introduced to the numbers 11 to 15 through flashcards and interactive games, helping them make meaningful connections between numbers and quantities.

These learning experiences supported students in developing mathematical thinking, problem-solving, and communication skills, while fostering confidence and curiosity.



Learning and Teaching- Month Review

Visual Arts - The students were introduced to the shapes as shapes are the building blocks for art. They help develop the observation skills by comparing different shapes. The students tried different ways to create shapes like joining the dots, using the lines, and drawing shapes in the air. The children were shown some stories about shapes to help them relate to the objects in their surroundings. They related the shapes to different objects around them. They tried drawing the things that relate to particular shape from their surroundings or from their previous experiences. The students showed their curiosity to know more about shapes by voicing their choice of shapes they would like to explore more. The students showed learning of the shapes by identifying the shapes, choosing the shapes to create their artwork, and sharing the reasons for their choice of shapes.

Music - Students practiced with soft /loud sounds, nature sounds, artificial sounds, Students revisited found a peanut, sunshine, if you are happy and you know it and action rhymes and number rhymes along with the teacher with the help of Electronic Keyboard. Students made a choice of the song/rhyme they learnt and students demonstrated attributes of learner profile communicators, thinkers and approaches to Learning communication Skills.

P.E - Students engaged in a variety of obstacle races and movement-based drills. These learning experiences supported the development of gross motor skills such as speed, coordination, and balance. Through participation, students strengthened Approaches to Learning (ATL) skills, particularly self- management skills by demonstrating body control and balance, and social skills through cooperation and teamwork. Students also demonstrated Learner Profile attributes by being balanced in their physical development, communicators while working with peers, and caring by encouraging and supporting one another during activities.

Dance: Students have learned elements of dance (Action) like nod, shake, hand swing, knee lift, clap, roll and body postures. Students have also learned body movements based on dance drills. They practiced for sports day.



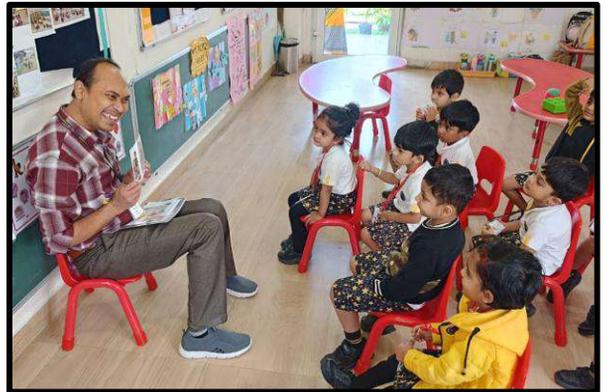
Mindfulness & Well being



Students practice volcano and balloon breathing to feel calm, relaxed, and focused, showing that they are becoming **balanced learners**.



Learning and Teaching- Month Review



As part of transdisciplinary learning, students integrated wellbeing by exploring different family structures and recognising the importance of love, care, and mutual respect.



Learning and Teaching- Month Review



Students enjoyed the **pottery** class, which helped improve their eye-hand coordination and supported their fine motor development.

Learning and Teaching- Month Review



Students look forward to reading time, joyfully engaging with vibrant picture books that spark their curiosity and imagination.



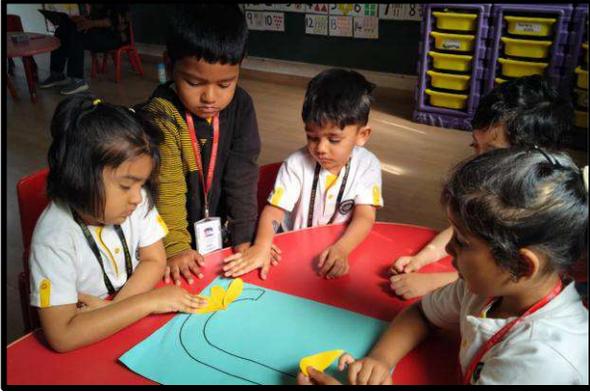
Learning and Teaching- Month Review



Show & tell- As part of the Unit of Inquiry, students explored different types of families, and all of them shared stories and experiences about their own families, using their **communication skills** to show family photos and talk about them.



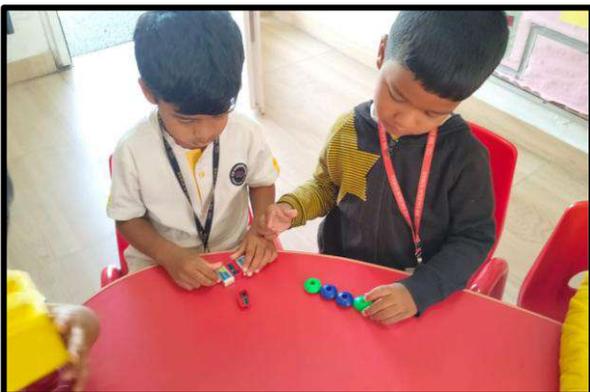
Learning and Teaching- Month Review



Students are learning a new set of **phonics** through hands-on activities, using their **communication skills** to create and discuss objects related to the sounds while showing curiosity as **inquirers**.



Learning and Teaching- Month Review



During Maths, students explored **patterns** and practiced counting through hands-on activities, making transdisciplinary connections by creating **pictographs** to represent and compare data about big and small families.



Learning and Teaching- Month Review



Students enjoy **dance** as it lets them express their emotions, stay active, build coordination, and have fun together.



Learning and Teaching- Month Review



Students enjoy **music** with their favorite rhymes like “You Are My Sunshine”, which help them explore sounds, express feelings, develop rhythm, and have fun while learning.



Learning and Teaching- Month Review



In **ART** Class students tried different ways to create shapes like joining the dots, using the lines, and drawing shapes in the air. They related the shapes to different objects around them.



Learning and Teaching- Month Review



In **P.E.** class, students learned balancing skills while enjoying activities with their friends and helping each other.



Stakeholder Engagement



On **Sports Day**, students performed the chicken dance and participated in running drills with full energy and excitement.



Stakeholder Engagement



Christmas celebrations were filled with joy, as students watched songs and skit performances and took home gifts they had made themselves.



Stakeholder Engagement



During **Makar Sankranti**, students dressed in colorful traditional clothes, enjoyed festive activities, and learned about the importance of the celebration.



Stakeholder Engagement



During the Republic Day celebration, students actively participated in the special assembly, dressed as national symbols, and enjoyed the performances. They developed social and communication skills by interacting with peers and explaining their costumes.



Holistic Excellence



In **life skills** sessions, students learned basic first aid and practiced banana peeling activities, developing **self-management skills** as they followed steps independently while strengthening their fine motor skills.



Learning and Teaching- Month Ahead

Unit of Inquiry:-

Transdisciplinary Theme:

Sharing the planet- Animal and People

Central idea -Animals and people interact in different ways in different contexts.

Lines of inquiry

- Different types of animals and their characteristics
- The way people and animals interact
- Our responsibility for the well-being of animals

Key concepts: Form

Causation

Responsibility

UOI - Students will continue to show their learning and conceptual understanding gained during the inquiry with the end of unit assessment task. Students will engage in the fourth Unit of Inquiry, "Sharing the Planet," where they will explore various aspects of animals. They will examine the roles animals play in people's lives, the suitability of specific animals for particular functions, and our responsibility for their well-being.

Language - Students will explore letters from the fourth set of Jolly Phonics through learning through letters activities. They will focus on correct letter formation, phonics sounds, vocabulary development, and identifying letter names. These skills will be reinforced through tracing, storytelling, picture talk, and other engaging hands-on tasks.



Learning and Teaching- Month Ahead

Math- Students will be introduced to numbers 16 to 20 through a variety of engaging, hands-on activities. They will develop number recognition and counting skills through oral counting, tracing, and writing numbers in meaningful and enjoyable ways.

Music - Ahead--Students will continue with soft /loud sounds, nature sounds, artificial sounds, discuss about emotions, Students will continue practice if you are happy and you know it, and head shoulders and number rhymes, with the help of Electronic Keyboard. Students will make a choice of the song/rhyme they learnt and students will demonstrate attributes of learner profile—communicators, thinkers and approaches to Learning—communication Skills.

Art - The students will be taking ahead their inquiry about shapes further by exploring the use of shapes in daily life and their importance in art. They will be further exploring the shapes and their purpose in the art.

P.E - Students will explore a range of manipulative skills, including overarm throwing and catching. These learning engagements will support the development of ATL skills such as self-management skills by refining movements, social skills through collaborative activities, and thinking skills by understanding movement sequences and simple strategies. Students will demonstrate Learner Profile attributes by being risk-takers when attempting new challenges, reflective as they consider ways to improve their performance, and principled by following agreed rules and safety guidelines during physical activities.



Learning and Teaching- Month Ahead

Dance- Students will learn the elements of dance Action and Time— through free, unpaced movements, right and left leg and hand movements, and body movements performed at fast and slow tempos.



Action taken by students



The student demonstrates independence by folding her own clothes, consistently practicing tracing skills, and taking ownership of her learning by displaying the DIY Christmas craft created at school at home



Action taken by students



The child demonstrates the attribute of **Caring** by helping her younger brother with responsibility and empathy.



The child shows the attributes of **Inquirer and Risk-taker** through independent, hands-on creative exploration.

Approaches to learning



Students are developing **social and self-management skills** by playing cooperatively with their peers, following routines, and managing their behavior independently during activities.

Learner profiles



Students show that they are **principled and caring** by helping and supporting one another, showing kindness and respect during shared moments.



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/>

