



P R I S M

Grade PP1

December- January 2025 - 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



PYP Hyderabad Network Athletics Girls and Boys Overall Championship



Professional development

Our teachers participated in a professional development sessions on VTR aligned with Bloom's Taxonomy, Jolly Phonics, Goal setting, Differentiated learning and Storytelling sessions by the experts from the school community. 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 student behaviour 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 Well-being

Students and teachers collaborated to engage in insightful mindfulness and well-being sessions designed to foster personal growth. These activities were structured to help students slow down, relax, and enhance their awareness of thoughts and feelings. Throughout the sessions, students explored a variety of breathing techniques, such as back-to-back breathing, flower breathing, and unicorn breathing technique. These practices were effective in cultivating calmness and focus. Mindful movements, including mindful walking, heartbeat awareness, and deep relaxation technique encouraged students to connect with their self and promote a sense of inner peace. 5 senses-awareness activities, such as senses countdown and mindful observation of their surroundings, provided opportunities for students to remain present and fully aware of their senses. Additionally, memory games added an element of fun while helping to strengthen attention and recall skills.



Through scenario-based reflections, they learned to recognise various emotions and observe their physical and mental responses. Visualisation activities were particularly impactful, as they encouraged the development of kindness, empathy, and positive thinking. Overall, these sessions served as valuable tools for students to build resilience and incorporate mindfulness into their daily lives, setting a strong foundation for their emotional well-being.



School Philosophy - 5 Developmental Pillars

Stakeholder engagement

As part of our commitment to meaningful stakeholder engagement, guided by the pillar of stakeholder engagement which emphasizes on connect, communicate, and collaborate, students celebrated their Annual Sports Day at the Gaudium campus and demonstrated their learning experience with parent community. Aligned with the IB philosophy, Sports Day promoted holistic development, and student well-being.



Through varied age-appropriate races and drills, students demonstrated the skills such as collaboration, resilience, confidence, and sportsmanship, while reflecting on fair play, perseverance, and respect. The event reflected a strong learning partnership between students, teachers, and families. Parents actively supported and encouraged learners, strengthening home-school connections. Overall, Sports Day exemplified experiential learning beyond the classroom, fostering lifelong skills and a shared sense of community rooted in IB values.



School Philosophy - 5 Developmental Pillars

Core value

One of the five core values, 'Gratitude', was inculcated in our young learners through various ways. Students discussed the meaning of Gratitude. They took part in different learning engagements like listening to stories, scenarios and reading picture books related to gratitude. Students got an opportunity to reflect and share real - life examples of where they had demonstrated gratitude. They further showed their gratitude towards caretakers, teachers, and resources.



Students explored the core value '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.



School Philosophy - 5 Developmental Pillars

Global leadership

Students demonstrated global leadership by taking meaningful action and extending their learning from the school community to the local community to create positive change. By contributing their ideas, drawings, and reflections to the school magazine, students learned to express their thoughts confidently, take responsibility for their work, and understand the importance of sharing their learning with the community.



These experiences helped nurture leadership qualities such as confidence, communication, caring, and a sense of responsibility demonstrating at a very young age. Through regular assemblies and special assemblies, students were given opportunities to share and showcase learning, and reflect on core values such as respect, empathy, and gratitude developing and displaying attributes of learner profile and Approaches to learning skills.



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 related to the importance of floor dining 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, revisited their learning and shared their insights with their families.



Learning and Teaching – This Month

Unit of Inquiry:

How we organize ourselves- Products

Central Idea: Many products go through a process of change before they are consumed or used.

Lines of inquiry:

- Processes products go through
- Distribution of products
- Ways people select the products they use

Specified Concepts:

Change

Connection

Causation

Attributes of Learner Profile:

Inquirers

Thinkers

Risk-Takers

UOI

During this Unit of Inquiry, PP1 students explored the central idea by unpacking the specified concepts through KWL chart and whole class discussions. Students were introduced to the word 'Process' and shared their understanding using real-life examples. Together, students and teachers co-constructed the Essential Agreements, linking them to the unit and the Learner Profile attributes. A Unit Action Chart was created to list possible actions students could take during and beyond the unit. Going further in inquiry, the students discussed and selected products they wanted to explore, including both food and non-food items such as lemonade, orange juice, coconut laddoo, popcorn, paper bags, cloth bags, paper folders, and envelopes. Working in collaborative groups, students explored how these products are made. They observed and discussed the actual process each product goes through, followed by group discussions to share their understanding.



Learning and Teaching – This Month

To showcase their learning, students collaboratively created charts, stories, and rhymes related to the products. Students also summarized their learning and shared their understanding with their peer groups. Going further, students were introduced to the concept of distribution. Through guided discussions and role-play by teachers, they learned the meaning of distribution and understood the word 'distribution' and how products, such as milk, fruits, vegetables, bottles, tooth brushes, bags reach us. The unit concluded with a recap of all products explored, helping students strengthen their understanding of processes products go through, and distribution in a meaningful and age-appropriate way. They also discussed about their responsibilities while selecting their products for consumption or usage.

To make their learning authentic, and meaningful, the students explored Design Thinking process to create a product using their creativity, problem-solving skills, and sustainability approaches. Our little learners explored making simple paper bags and cloth bags as alternatives to plastic with the reusable materials. They learned to observe, think, create, and test their own designs, experiencing how thoughtful solutions can make a positive impact on our environment. Through this process, the students understood the five stages of Design Thinking—empathize, define, ideate, prototype, and test. Through this process, they identified the problem, defined the problem, came up with innovative solutions. They also made lifestyle choices of using cloth bags, paper bags, and steel water bottles in their daily lives.



Learning and Teaching – This Month

Language

Our young learners had an exciting learning journey while exploring the letters Rr, Mm, Dd, Gg, and Oo through Jolly Phonics. Using engaging stories, colourful flashcards, and real-life objects, students discovered each letter sound and practised correct letter formation with growing confidence. Learners further extended their understanding by exploring simple blending, reading two and three letter words such as *at*, *as*, *in*, *it*, *rat*, *map*, *den*, *peg*, *gum*, and *dog* using the blending concept. Fun sorting and matching activities helped them identify beginning sounds and strengthened their phonemic awareness. Through a variety of exciting games, students also began differentiating between beginning, medial, and ending sounds, enhancing their critical thinking skills. Students thoroughly enjoyed performing Jolly Phonics actions while singing the Jolly jingles making learning active, interactive, meaningful, and memorable.

Math

Students reinforced numbers 1–30 and were introduced to numbers 31–60. They learned to identify before, after, and between numbers, helping them understand number order and sequencing. Students also practiced backward counting, which strengthened their number sense and recall skills. In addition, single digit picture addition was introduced to help students understand basic addition concepts through visual representation. Learning was supported through oral counting, hands-on activities, interactive games, and worksheet practice, making numeracy both engaging and meaningful.



Learning and Teaching – This Month

Dance

Students explored freestyle and creative movement through two songs, an energetic routine for Sports Day and a joyful Christmas song. They used imaginative actions, creative body shapes, and expressive gestures to create short movement sequences using rhythm, space, and levels, which helped build their confidence, coordination, and creativity in dance.

Drama

Students watched a puppet show of the story 'The Gingerbread Man.' They followed audience ethics such as sitting quietly and watching attentively. They also observed basic puppet techniques, including movement, voice, and coordination. Students made simple stick puppets using craft materials. Through this activity, they explored the story The Three Little Fishes and used puppets to express characters and actions. This encouraged creativity and hands-on learning.

Music

Students learned a variety of Christmas carols while developing their rhythmic skills through tapping and clapping activities in 4/4 and 3/4 time. They also learned to sing along with guitar and keyboard accompaniment, which helped strengthen timing, listening, and ensemble skills. In addition, students were introduced to body percussion and a range of vocal exercises to support coordination, pitch accuracy, and confident singing. These activities encouraged musical awareness while celebrating the festive season. Students also learned the "Good Morning Song" and "Hello Song" in different languages, promoting musical engagement as well as cultural awareness. They sang along with guitar and keyboard accompanied while practicing rhythmic timing in 4/4 and three-beat patterns. The lesson further included vocal exercises, body percussion, and rhythm clapping activities to support the development of pitch, coordination, listening skills, and overall musical confidence.



Learning and Teaching – This Month

Visual Art

Students observed pictures related to the festival of Christmas, such as a Christmas tree (cone), snowman and decoration balls (sphere), gift boxes (cube and cuboid), and candles (cylinder), and identified the shapes shown. They related these shapes to real- life objects and coloured an outline picture of a Christmas tree using colours of their choice.

Students observed artworks to identify elements of art such as colour, shape, line, and texture and apply these in creating their own artwork. They explored object stamping using materials like bottle caps or plastic cups with colour paint or homemade haldi paste. Students also created artworks using finger and hand printing techniques. Vegetable printing using cut vegetables such as potato or lemon was introduced as another stamping method. Finally, students created an artwork based on their surroundings using a technique of their choice and shared it with their peers.

PE

Students practiced for the Annual Sports Day. They inquired into the skill of catching and explored its importance in developing coordination and control. Throughout the sessions, they practiced maintaining correct body posture and effective ball-handling techniques while catching.



Learning and Teaching - This Month



Students explored various products through engaging activities that encouraged observation, discovery, and curiosity as they learned the processes of making lemonade, orange juice, banana milkshake, cotton T-shirts, roti, popcorn and coconut laddu.



Learning and Teaching - This Month



Students explored various products and inquired about their process of production and distribution.



Learning and Teaching - This Month



Students strengthening early literacy skills.



Learning and Teaching - This Month



Students enhancing early numeracy skills through hands-on activities.



Learning and Teaching - This Month



Students enjoying their Library, Drama, Dance, Art, PE and Music classes.



Christmas assembly



Students enjoying Christmas and New Year special assembly celebrations.



Sankranthi assembly



Students enjoyed the Pongal special assembly.



PP1 weekly assembly



PP1 students showcased their learning and confidence in the weekly assembly while building a pathway to become future leaders.



Learning and Teaching – Month Ahead

Unit of Inquiry:

Sharing the planet

Central Idea:

Plants are a life sustaining resource for us and other living things.

Lines of inquiry:

- Types of plants
- Life Cycle of plants
- Interdependence between plants and other living things

Specified Concepts:

Form

Change

Connection

Attributes of Learner Profile:

Caring

Principled

Inquirer

Unit of Inquiry

Students will tune into their fourth Unit of Inquiry on plants under the theme “Sharing the Planet.” They will explore how plants are life-sustaining resources for us and for other living things. Through hands-on experiences and discussions, students will inquire about the different types of plants and understand the life cycle of plants, from seed to plant.

Language

Students will continue strengthening their phonics skills by exploring the second set of Jolly Phonics letters – Uu, Ll, Ff, Bb, and Jj. They will recognise letter sounds, blend them to form simple words, and identify beginning sounds through object matching. Engaging activities such as sound association, tracing, and letter formation will deepen their understanding of letter-sound relationships. Learners will also be introduced to singular and plural forms and antonyms to enhance language understanding. Stories, jingles, and picture talks will make learning fun and interactive, supporting vocabulary development and building confidence in early reading and writing.



Learning and Teaching – Month Ahead

Math

In the coming month, our young learners will dive into number patterns through engaging activities on missing numbers and skip counting. Students will explore how numbers follow a sequence by identifying the numbers that are hidden or left out in number lines, puzzles and interactive games. They will also begin to notice patterns as we practise skip counting in 2s, 5s and 10s using rhythm, claps, hopscotch grids, bead strings and movement-based counting. These playful experiences will help students build stronger mental math skills, recognise number patterns with ease and develop the foundation needed for future concepts like grouping and multiplication.

Visual Art

Students will be given an outline picture and make the choice of colours to color the given picture. Student will share their observations before and after colouring the picture. Students will discuss what is colour for them and its importance.

PE

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



Learning and Teaching – Month Ahead

Drama

Students will be introduced to the three parts of a story. They will identify and practise performing the story in three parts through guided enactment. This will help them understand story structure and improve sequencing and performance skills.

Dance

Jazz Dance (Basics) – Sharing the Planet

In February, PP1 learners will continue exploring Jazz dance through energetic movement and expressive actions while connecting movement to the theme “Sharing the Planet.” Learners will use their bodies to show care, cooperation, and awareness of others as they move together. The focus will be on confidence, rhythm, coordination, and joyful participation while supporting physical development, creativity, and social skills.

Music

Students will be learning the song “Ants go marching one by one”

Rhythm : They will be learning 4/4 rhythm on which the students will be learning to clap and play percussion instruments to play the rhythm

Melody : Students will be learning to sing the 5 notes exercises in the Major Scales “Do Re Mi Fa So” along with keyboard and guitar (Played by the teacher)



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/>

