



P R I S M

Grade PP1
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 & Wellbeing

This month, students engaged in a variety of mindfulness practices that helped them build calmness, focus, and emotional awareness. They explored different breathing techniques such as hissing breathing, heartbeat exercise, bunny breathing, 5 senses countdown exercise and mindful walking. They also shared their views on the importance of being mindful of their actions. It also helped them to focus as well as reflect on their thoughts and feelings.



School Philosophy- 5 Developmental Pillars

Holistic Excellence

As part of holistic development, students celebrated festivals such as Christmas and Sankranti through special assemblies, wearing traditional attire and expressing cultural pride. They also practiced essential life skills like peeling a banana and organizing their bags, nurturing independence and reflecting the learner profile attribute of being principled.



School Philosophy- 5 Developmental Pillars

Core Value

Students explored the meaning of gratitude by reflecting on things they are thankful for through read-aloud stories, drawings of what and whom they are grateful for, and a variety of engaging activities. They discussed ways to show gratitude in real life and mindfully chose actions to express thankfulness in their daily lives.



School Philosophy- 5 Developmental Pillars

Stakeholder Engagement

Students explored Sankranti celebrations through guest speakers, connecting their learning to the Unit of Inquiry by understanding crops and the different ways the harvest festival is celebrated across the country. This meaningful engagement reflected strong community connections and real-life learning.

Sports Day was celebrated with great enthusiasm, highlighting teamwork, unity, and sportsmanship. With active participation and support from all stakeholders, students showcased balance, perseverance, and joy, making the event a memorable celebration of learning and collaboration.



School Philosophy- 5 Developmental Pillars

Global Leadership

Students across Nursery, PP1, and PP2 developed responsibility and a strong sense of belonging through “Our Weekly Roles,” where they took on age-appropriate classroom responsibilities. Beginning with simple helper tasks such as Line Leader and Snack Helper and progressing to more purposeful roles like Eco Warrior, Librarian, and Class Captain, students built leadership, communication, and teamwork skills while understanding how their contributions supported the classroom community. In addition to these roles, students actively participated in assemblies and proudly showcased their learning from music, dance, and various enrichment classes attended outside of school.



Learning and Teaching- Month Review

Unit of Inquiry

Transdisciplinary Theme:
How we Organize Ourselves

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
- How people select the products they use.

Key concepts

Change
Connection
Causation

Unit of Inquiry

Students continued their inquiry into the third Unit of Inquiry by exploring products and their sources. They were excited to learn where everyday products come from and the processes they go through, such as making bread, buttermilk, and French fries. Students shared their understanding by illustrating farm-to-table journeys and reflecting on the steps involved. They further explored packaging materials and the importance of product distribution, learning about the journey from manufacturer to wholesaler, retailer, and consumer through engaging activities like gallery walks and show-and-tell.

Learning and Teaching- Month Review

Transdisciplinary Language

Students engaged in learning the letters Jj, Zz, and Ww through Jolly Phonics sounds, stories, songs, flashcards, and sensory activities. They practiced blending three-letter words such as jet, wet, pet, cap, and map, and were introduced to sight words including am, my, you, the, we, I, she, and he. Students also explored new vocabulary like packing, distribution, and transportation, making meaningful connections during their Unit of Inquiry discussions.

Transdisciplinary Math

Students engaged in exploring skip counting by 2 & 5 through a variety of hands-on learning experiences. They continued practicing number formation and quantification from 41 to 70 using bundling and the concepts of ones and tens. Through activities involving number comparison, before, after, in-between, and backward counting, students strengthened their understanding of place value and developed a clear visual sense of how numbers are composed.

Art

Students continued their inquiry into the elements of art by revisiting and exploring different shapes. They created rangoli for Sankranti, understanding the importance of shapes, and compared and sorted them into 2D and 3D forms. Through this process, students developed art vocabulary and confidently demonstrated their understanding by selecting shapes for their artwork and explaining their choices.



Learning and Teaching- Month Review

Music

Students engaged in exploring dynamics and emotions through singing. They joyfully sang rhymes and songs such as *If You're Happy, Bingo, My Pigeon House, Found a Peanut, The Ants Go Marching, and Sunshine* along with the teacher, accompanied by an electronic keyboard. Through these musical experiences, students demonstrated strong Approaches to Learning skills and reflected positive learner profile attributes.

Dance

Students engaged in learning hand and leg movements through ring dance and practiced sports dance drills with enthusiasm. They explored elements of dance such as action and relationship by using movements like nodding, shaking, hand swings, knee lifts, clapping, rolling, and varied body postures, along with the creative use of props.

Physical Education (P.E)

Students engaged in fun obstacle races and movement-based drills, developing gross motor skills such as speed, coordination, and balance. Through these activities, they strengthened self-management and social skills while demonstrating learner profile attributes by working cooperatively, communicating with peers, and encouraging one another.



Learning and Teaching- Month Review-UOI



UOI-Students engaged in sorting and sequencing the processes involved in making products such as jam, juice, bread, and chocolate, helping them understand the step-by-step journey of how products are made.

Learning and Teaching- Month Review-UOI



UOI - Students engaged in role-playing the processes of making bread and buttermilk, observing the changes that take place before a product is made and deepening their understanding of how products are created.

Learning and Teaching- Month Review-U01



U01 - Students engaged in role-playing a supermarket experience, learning how to select products by checking prices, manufacturing and expiry dates, and identifying veg/non-veg logos, helping them develop awareness and make informed choices.



Learning and Teaching- Month Review-UOI



UOI- Students explored different learning stations to observe the processes involved in making products such as papier-mâché items, toys, tomato Ketchup, and clothes, deepening their understanding of how everyday products are created.



Learning and Teaching- Month Review- Language



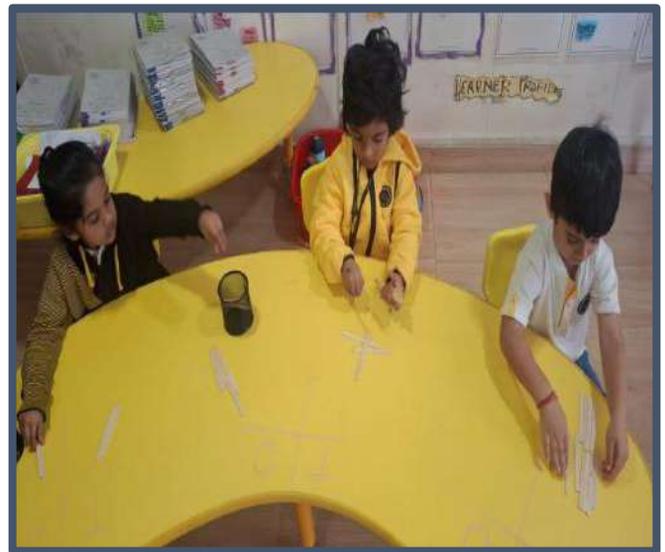
Language - Students engaged in picture hunts and sorting activities based on beginning letters, along with tracing and writing practice. Through group learning experiences, they continued blending CVC words, strengthening their phonics skills in a fun and collaborative way.

Learning and Teaching Month Review – Math



Math - Students engaged in backward counting and exploring before, after, and in-between numbers and skip count through interactive and enjoyable activities, strengthening their number sense and confidence in working with numbers.

Learning and Teaching Month Review – Math



Math -Students engaged in representing numbers using place value with a variety of concrete objects, helping them explore and understand number concepts in a hands-on and meaningful way.

Learning and Teaching - Art



Arts - Students engaged in using different shapes and colours to create artistic patterns and drawings, expressing creativity while strengthening their understanding of design and visual elements.



Learning and Teaching - Dance



Dance—Students engaged in learning and practicing different dance steps to support their performances during assemblies and Sports Day, building confidence, coordination, and expressive movement.

Learning and Teaching - Library



Library- Students engaged in cozy and quiet story time in the library, listening attentively and connecting with the magical world of stories.



Mindfulness & Well-Being



Mindfulness & Well-being - Students engaged in mindfulness activities and well-being sessions, supporting emotional awareness, calmness, and overall well-being.

Learning and Teaching - Music



Music -Students engaged in joyful and expressive singing during music class, connecting emotionally with each rhyme. They demonstrated a clear understanding of the sequence of events in the songs, making meaningful links to their Unit of Inquiry on products.

Learning and Teaching - P.E



PE -Students engaged in practicing overarm throwing techniques and proper arm movements during warm-up sessions, helping them build strength, coordination, and safe movement habits before each class.

Stakeholder Engagement - Christmas



Students engaged in a special assembly where they joyfully paraded as different Christmas characters. As part of the celebrations, they also participated in a (Drop Everything and Draw) activity, creating and colouring Christmas decorations, making the celebration creative and festive.

Stakeholder Engagement- Sports Day



Students practiced and performed in the Sports Day event, showcasing their strength, stamina, and learning from PE classes through the hula hoop drill and obstacle race course.



Stakeholder Engagement- Sankranti



Students attended a special assembly for Makar Sankranti, where they enjoyed dances representing different cultures across India. They learned that while the festival is known by different names, it is celebrated everywhere with the same spirit of togetherness and joy.

Stakeholder Engagement - Republic Day



Students celebrated Republic Day by showcasing their patriotic spirit through vibrant cultural performances, reflecting their understanding of the values enshrined in the Constitution of India.



Learning & Teaching - Month Ahead

Unit of Inquiry

Transdisciplinary Theme:

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

Key concepts

Form

Change

Connection

Students will explore the unit on plants under the theme *Sharing the Planet*. They will inquire into different types of plants, their importance for sustaining life, and the life cycle of plants through interactive learning engagements. Students will develop an understanding of interdependence by exploring how plants, animals, birds, and humans depend on one another, recognizing plants as a vital life-sustaining resource for all living things.

Learning and Teaching- Month Ahead

Transdisciplinary Language

Students will be introduced to the letters Vv, Xx, Yy, and Qq through Jolly Phonics sounds, stories, songs, flashcards, and sensory learning activities. They will practice correct letter formation in their notebooks and on the greenboard. Students will also be introduced to additional sight words and continue blending two-letter and three-letter sounds through engaging learning experiences. Students will also build new vocabulary by connecting their learning to the Unit of Inquiry on plants, including creepers, herbs, shrubs, and indoor and outdoor plants.

Transdisciplinary Math

Students will continue to build their numeracy skills by practicing number formation and counting from 70 to 100, exploring place value, and learning backward counting. They will also be introduced to telling time using an analog clock. Through engaging activities, students will reinforce concepts such as ascending and descending order, patterns, non-standard units of measurement, and understanding greater than, less than, and equal to.

Dance

Students will learn different elements of dance such as group dance, coordination, varied hand and leg movement patterns, use of props, and formations. They will also explore expression through dance, building confidence and creativity.



Learning and Teaching- Month Ahead

Art

Students will further explore 3D shapes and their importance in daily life. They will observe, compare, and discuss the details that distinguish different shapes and use this understanding to create original artworks using both 2D and 3D shapes.

Music

Students will continue to explore dynamics and emotions through singing, using low and high, soft and loud voices. They will practice rhymes such as Bingo, My Pigeon House, Found a Peanut, The Ants Go Marching, and Sunshine along with the facilitator, accompanied by an electronic keyboard. Through these musical experiences, students will demonstrate Approaches to Learning skills and learner profile attributes.

Physical Education (P.E)

Students will practice manipulative skills such as overarm throwing and catching through engaging activities. These experiences will build self-management, social, and thinking skills while encouraging students to be risk-takers, reflective, and principled during physical activities.



We Learn - We Reflect



Action Taken by Students : Kriva showed the process of change by making thepla from dough, while Shreyas made idli, Kayansh created a candle, and Tanishka made soap. Avyaan demonstrated his math learning, and Kayansh applied real-life skills by checking product details while shopping for chocolate.



Happenings Month Ahead

Events	Dates
World Read aloud day	4th February
World 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/>

