



P R I S M

Grade PP2

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



ISSO Nationals Gymnastic Medal Holders

ISSO Nationals Gymnastic Medal holders



ISSO Nationals Taekwondo Medal Holders

ISSO Nationals - Taekwondo Medal Holders



PYP Hyderabad Network Athletics Girls and Boys Overall Championship



Professional development

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



School Philosophy - 5 Developmental Pillars

Mindfulness and Well-being

Students and teachers collaborated in mindfulness and well-being sessions designed to support personal growth. They practised breathing techniques, mindful movements, and sense-awareness activities to cultivate calmness, focus, and connection with their bodies. Memory games and scenario-based reflections helped develop attention, emotional regulation, empathy, and positive thinking. Students also explored visualisation exercises to foster kindness and positivity. These sessions encouraged self-awareness and helped students recognise and manage their emotions effectively. Overall, the activities provided meaningful tools for building resilience and incorporating mindfulness into daily life.



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.



Core Value: The value of Gratitude was inculcated through various activities. The meaning of gratitude was explored through stories, books, and scenarios. Students shared real-life examples and expressed appreciation towards caretakers, teachers, and classroom resources through their actions and words. Students explored the core value of Perseverance through a range of meaningful and engaging activities. They understood 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 recognized the important role perseverance plays in academics, sports, creativity, and everyday life, especially in today's fast-paced world



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.



Global Leadership:

Students continued organizing and conducting weekly assemblies as a part of global leadership. They continued to take ownership of their learning by sharing their reflection. Students continued to develop and demonstrate ATL and attributes of learner profile by participating actively in various learning engagements.



Learning and Teaching - This Month

Unit of Inquiry:

How we express ourselves

Central Idea:

Celebrations and traditions are expressions of shared beliefs, culture and values

Lines of inquiry:

- Celebrations around the world
- Reasons for various celebrations
- Ways celebrations and traditions have changed over time

Specified Concepts:

Form

Causation

Change

Attributes of Learner Profile:

Open minded

Communicator

Reflective

Unit of Inquiry:

Students are making connections and developing an understanding of different festivals celebrated around the world. They are inquiring about various celebrations and are able to name each one and share how it is celebrated. Students are learning about a variety of festivals from different countries and cultures, observing and identifying the traditions behind them. Through this exploration, they are discovering how people celebrate special occasions in meaningful ways and are gaining an appreciation of the unique traditions and customs that make each festival special.



Learning and Teaching - This Month

Language:

Students explored the 'ch' and 'sh' sounds through engaging Jolly Phonics activities. They listened carefully to words, identified the focus sounds, and practised blending them to read simple words. Hands-on tasks such as sorting pictures, building words, and sound recognition games helped strengthen their understanding. Students also created short sentences using sight words along with 'ch' and 'sh' words, supporting the development of their phonics, reading, and writing skills.

Math:

Students engaged in a variety of activities to strengthen their understanding of numbers. They learned the concepts of greater than and lesser than by comparing numbers using symbols, number cards, and oral explanations. Learners were introduced to numbers from 301 to 400, helping them recognize number patterns and sequencing. They also practised writing and reading number names for 30, 40, 50, 60, 70, 80, 90, and 100, improving their number-word association. Students reinforced ascending and descending order using single-digit and two-digit numbers through hands-on activities. Writing practice in notebooks and task sheets was carried out as part of ongoing assessments, allowing students to apply their learning independently and helping teachers track their understanding and progress.



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 applied these elements while 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 and 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.

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Music:

Students enjoyed a festive music session as they learnt songs and practised singing together in 4/4 timing. They explored rhythm and coordination by singing along with guitar and keyboard accompaniment, which is helping them stay in time while performing as a group. The lesson also included vocal exercises that develop pitch, breathing, and confidence. Overall, it was a joyful and engaging experience that is strengthening the students' musical skills.

Dance:

Our PP2 dancers learnt Freestyle and Creative Movement through a joyful festive song. They explored expressive actions, creative shapes, and smooth transitions while building confidence in their performances. Learners practised dance sequences that include creative poses, rhythmic travelling steps, partner moments, and expressive gestures, bringing the festive theme alive through dance and movement.



Learning and Teaching - This Month

P.E:

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

Drama:

Students practised *The Jungle Book* scenes by speaking the dialogues of the characters in their allotted groups. Wearing animal masks, they focused on voice expression and group coordination, which helped them understand their roles and perform with confidence. They are progressing to the next scene by memorising the dialogues and exploring body movements and facial expressions to match each character, further developing their characterisation, expressive movement, and overall performance skills.



Learning and Teaching - This Month



Students had engaging experiences in vibrant learning spaces such as the Library, Dance, Drama, Music, Visual Arts, and PE classes



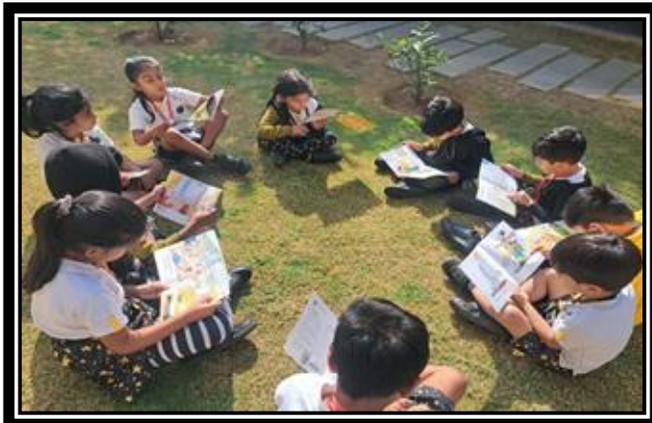
Learning and Teaching - This Month



Students began their new unit of inquiry through an engaging provocation that encouraged curiosity and exploration.



Learning and Teaching - This Month



Students had engaging experiences in the vibrant learning spaces.



Learning and Teaching - This Month



Students use various resources to learn and share their learning



Celebrations



Students celebrated Christmas and Sankranti, embracing joy, cooperation, and respect for all.



Learning and Teaching –Month ahead

Unit of Inquiry:

How we express ourselves

Central Idea:

Celebrations and traditions are expressions of shared beliefs, culture and values

Lines of inquiry:

- Celebrations around the world
- Reasons for various celebrations
- Ways celebrations and traditions have changed over time

Specified Concepts:

Form
Causation
Change

Attributes of Learner Profile:

Open minded
Communicator
Reflective

Unit of Inquiry:

Students will make connections and will understand different festivals celebrated worldwide. They will be able to name each celebration and share how it is celebrated. They will learn about a variety of festivals from different countries and cultures, discovering how people celebrate special occasions. Through this exploration, students will gain an understanding of the unique traditions and customs that make each festival special.

Language:

In the coming month, students will be introduced to the 'th' sound through Jolly Phonics. They will also engage in picture composition activities, where they will observe pictures, discuss what they see, and express their ideas using simple words and sentences. Through these activities, children will enjoy learning new sounds and using pictures to talk and write about their ideas.



Learning and Teaching –Month ahead

Math:

In the upcoming month, students will be introduced to the concept of addition through concrete experiences by adding one more object. Gradually, they will move on to addition using numbers and simple word problems, helping them connect math to real-life situations. Students will also explore 3D shapes and learn about their basic properties, through hands-on activities and visual exploration.

Music:

Students will learn the song “Best Day of My Life” while developing rhythmic awareness through clapping exercises in 4/4, 3/4, and 2/4 time. The lesson will also include structured vocal exercises such as staccato singing, echo singing, and additional warm-ups designed to improve pitch accuracy, breath control, and overall vocal technique. These activities will support the development of musical timing, listening skills, and confident group singing.

PE:

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



Learning and Teaching – Month ahead

Visual Art:

Students will be shown artwork using tear and paste. They will share what they observed in the pictures. They will watch a short video on this technique. Students will be asked to tear some old newspapers or colour papers. They will draw a shape of their choice and paste the paper cuttings inside the shape.

Drama:

In February, students are going to perform Scenes 1 and 2 together in their allotted groups. They will follow basic stage rules and receive guided direction whenever required. This combined performance will strengthen teamwork, sequencing, and stage confidence.

Dance:

In January, our PP2 dancers have begun learning African Folk Dance and will continue exploring it through February. Learners will focus on joyful movement and cultural expression as they explore energetic steps, strong body actions, and rhythmic movements inspired by traditional African music. Through simple foot patterns, clapping, stamping, and expressive arm movements, dancers will continue to build coordination, confidence, and a sense of rhythm. The ongoing lessons will encourage teamwork, listening skills, and joyful participation while celebrating movement and culture.



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/>

