



P R I S M

PP2

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.

Kirithi 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 & Well being

The students engaged enthusiastically in various mindfulness exercises such as Tree Pose, 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 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.



School Philosophy- 5 Developmental Pillars

Well being



School Philosophy- 5 Developmental Pillars

Global Leadership

Our students demonstrated global leadership 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 others. These experiences helped nurture leadership qualities such as confidence, communication, caring, and a sense of responsibility, showing that even at a young age, students can act as global leaders who make a positive impact in their community. Through regular assemblies and special assemblies, students were given opportunities to share messages, showcase learning, and reflect on values such as respect, empathy, and responsibility, further strengthening their confidence and leadership skills.



School Philosophy- 5 Developmental Pillars

Core Values

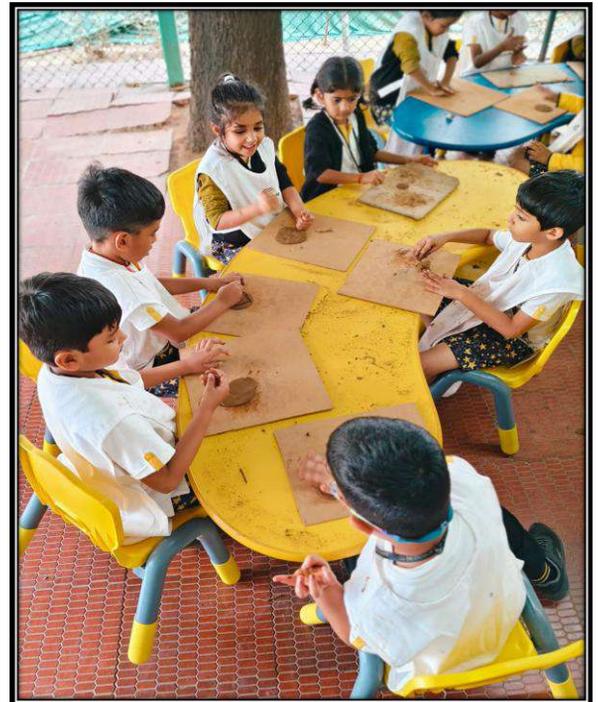
The core value of the month- Perseverance. Learners were being introduced to the value of perseverance, which means *trying again and not giving up*. Through a variety of engaging play-based activities, songs, stories, games, and simple classroom tasks, children were guided to understand that learning takes time and practice. They were encouraged to try again when they make mistakes and to view challenges as opportunities to learn and grow. Teachers consistently praised learners for their effort, patience, and determination. Learners were also taught that asking for help is a positive step when something feels difficult. By creating a supportive and encouraging learning environment, children developed confidence, resilience, and a positive attitude toward learning.



School Philosophy- 5 Developmental Pillars

Holistic Excellence

As part of our holistic learning approach, PYP students actively engaged in life skills activities that promote overall development. Children practiced basic first aid skills, helping them understand safety, care, and responsibility in real-life situations. Through hands-on activities, students enhanced their fine and gross motor skills, strengthening coordination and confidence. In addition, goal-setting activities encouraged children to identify simple personal goals, fostering self-awareness, independence, and motivation. These experiences support the development of caring, confident, and capable learners, preparing them for everyday challenges in a meaningful and age-appropriate way.



School Philosophy- 5 Developmental Pillars

Stakeholder Engagement

Our school continues to be a vibrant learning space where students actively engage beyond the classroom. Students enthusiastically participated in Sports Day, showcasing teamwork, discipline, resilience, and sportsmanship while understanding the importance of fitness and healthy competition. The festive spirit continued with Christmas and Sankranti celebrations, where students explored joy, sharing, and the richness of cultural traditions, fostering respect for diversity. Students also participated in Republic Day celebrations, strengthening their understanding of the Constitution, unity, and responsible citizenship. These experiences nurtured confidence, cultural awareness, teamwork, leadership, and a strong sense of belonging, reinforcing our commitment to holistic education.



Learning and Teaching- Month Review

Unit of Inquiry:

Transdisciplinary Theme

How the world works

Central Idea:

Earth's natural cycles influence the activities of living things.

Lines of Inquiry:

- Natural cycles and its patterns
- Ways people respond to Earth's natural cycles
- Impact of disrupted or changing

Specified Concepts:

Change

Connection

Causation

Additional Concepts:

Cycles and patterns

Adaptation

Time

Unit of Inquiry-

Students explored how changes in Earth's natural cycles influenced the activities of living things and impacted the environment. They inquired into disrupted day-night patterns, extreme climatic conditions, and how people adapted through food choices, clothing, daily routines, and heating or cooling systems. These understandings were extended by connecting natural cycles to migration and significant natural events. Through guided discussions, students examined real-world examples such as volcanic eruptions in Ethiopia, floods in Sri Lanka, and earthquakes in Japan, which helped them understand how communities responded and adapted to natural challenges. Through discussions, hands-on experiments, and a summative assessment, students demonstrated a clear understanding of how natural cycles shaped life on Earth and why adaptability was essential for living beings.



Learning and Teaching- Month Review

Unit of Inquiry:

Transdisciplinary Theme:

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

Additional Concepts:

Beliefs and Values

Creativity

Time

Diversity

Unit of Inquiry-

Students began their new unit on Celebrations by observing pictures during a gallery walk. During the provocation, students shared their reflections with peers, expressing what celebration means to them and building on each other's ideas. They then inquired into different celebrations around the world, developing curiosity and interest in cultural diversity. Students actively participated in the special assembly on Sankranti, where they shared how Sankranti is celebrated in different ways and known by different names across regions. They further explored Chinese New Year and made meaningful local-to-global connections by relating it to celebrations in India such as Ugadi, Onam, and others. Later, students participated in the Republic Day celebration and explored how countries around the World celebrate independence and national identity, including festivals such as Cinco de Mayo, Thanksgiving, and Latino cultural festivals.



Learning and Teaching- Month Review

Students also explored the reasons for various celebrations, the different ways celebrations are observed, and how traditions and practices have changed over time. Through these experiences, students developed an appreciation for diverse cultures and a deeper understanding of how celebrations connect people locally and globally.

Transdisciplinary Language:

This month, children worked on phonics skills by learning the long vowel “oa” sound in words like boat, goat, road, and soap. They also practiced the long and short sounds of “oo” using words such as moon, spoon, book, and look. Children read simple words and framed short sentences, which helped them recognize sounds and improve early reading skills. They also learned about singular and plural nouns, understanding the difference between one and many and adding -s to make plurals through different learning engagements. They read non-fiction books on Earth, space, natural cycles, and seasons, learning simple facts about the sun, moon, weather, day and night, and seasonal changes. Along with this, they practiced ORT reading, focusing on picture reading and familiar words, which helped build confidence, vocabulary, and interest in reading.



Learning and Teaching- Month Review

Transdisciplinary Math:

Students reinforced their understanding of place value through hands-on activities and learned to read and write numbers up to 400. They practiced number names up to 50 using spelling games and matching tasks, which strengthened their number sense and accuracy in counting. Students were introduced to skip counting by 2s to recognize number patterns and build fluency. In integration with the unit on maps, globes, and celebrations around the world, students learned directions by identifying north, south, east, and west and used these directions to show positions on simple maps. Students also explored fractions by understanding the concepts of whole, half, and quarter through simple, real-life examples.

Art: This month, PP2 students joyfully explored printing activities using a variety of everyday objects, enhancing fine motor skills and creative expression. Aligned with the transdisciplinary theme How We Express Ourselves, students celebrated culture through vibrant rangoli designs created for Sankranti, gaining an understanding of traditions through art. They also began experimenting with different printing tools and will soon explore vegetable printing to further develop sensory learning and observation skills.



Learning and Teaching- Month Review

Music:

Students practiced vocal exercises in different scales using vowels and learned more about tune/melody—an element of music, students practiced 'doe a deer', 'sunshine smile', music man, small world, Happiness and demonstrated Approaches to Learning Skills.

PE:

Students have learnt obstacle races and drills. They have improved their speed, endurance, coordination, and team-building skills. Student have learnt variation of catching including high catch, low catch, one hand catches and both hand catch. They have practiced catching individual and with partner and implemented in lead-up game.

Dance :

Students learned body movements based on Zumba dance. They explored dance elements such as energy, shape, and space through the Sports Day drill and also practiced the same in dance class. Students learned and practiced all the previous steps one by one and performed both individually and in groups.



Learning and Teaching- Month Review



UOI- Students visited various learning stations to explore natural cycles. They understood the impact of disruptions on the balance of nature.



Learning and Teaching- Month Review



UOI- Students activated their prior knowledge about celebrations by observing picture cards, artefacts. They shared ideas and experiences connected to different celebrations.



Learning and Teaching- Month Review



UOI- Students shared their prior knowledge about celebrations by observing picture cards. They shared ideas and experiences connected to different celebrations.



Learning and Teaching- Month Review



UOI- During show and tell, students communicated their understanding of cultural traditions by sharing an item or image related to their favourite festival and explaining its importance.

Learning and Teaching- Month Review



UOI- Students learned about the significance of Chinese New Year in China. They celebrated the festival by making traditional envelopes and joyfully participated in the Chinese New Year dragon dance.



Learning and Teaching- Month Review



UOI- Students learned about the significance of Thanksgiving Day. They celebrated by making Thanksgiving cards and sharing the joy with friends and family. This activity also helped them connect with their previous unit about Relationships.



Learning and Teaching- Month Review



Language- Students learned prepositions by exploring various positions using real objects. Hands-on activities helped them understand and apply the concept easily.



Learning and Teaching- Month Review



Language-Students practiced blending and reading long vowels through hands-on activities.



Learning and Teaching- Month Review



Language- Students learned singular and plural through interactive activities. They practiced identifying one and many objects with confidence.

Learning and Teaching- Month Review



learning.

They identified halves, quarters, and full parts through practical activities.



Learning and Teaching- Month Review



Math- Students learned ordinal numbers through engaging activities and games. They practiced identifying positions like first, second, and third in a fun way.



Learning and Teaching- Month Review



Math- Students practiced skip counting using hands-on activities. They counted confidently and showed growing number sense.



Learning and Teaching- Month Review



Math- Students explored non-standard measurements using handspan and footsteps. They measured objects and spaces, learning practical ways to compare lengths.



Learning and Teaching- Month Review



Library- Students enjoyed the library through storybooks and story puppets. They engaged in listening, reading and storytelling, bringing stories to life.



Learning and Teaching- Month Review



Art-Students explored art through patterns and printing. They created unique designs while experimenting with colors and shapes.



Learning and Teaching- Month Review



Music- Students enjoyed music class with singing and rhythm activities. They explored sounds, instruments, and developed a love for music.



Learning and Teaching- Month Review



PE- Students participated in PE class with fun games and exercises. They developed strength, coordination, and teamwork through active play.



Learning and Teaching- Month Review



Dance- Students participated in dance classes to enhance coordination and rhythm. They practiced regularly, building confidence and expressive movement skills.



Holistic Excellence



ORT- Students practiced reading using ORT books to build fluency and comprehension. They enjoyed exploring stories and improving their reading skills.



Holistic Excellence



Life skills- Students learned life skills on first aid with guidance from a nurse. They explored first aid kits and practiced basic safety and care techniques.



Holistic Excellence



Pottery- Students explored pottery through hands-on clay modeling activities. They shaped and created unique designs, developing creativity and fine motor skills.



Stakeholder Engagement



Christmas- Students celebrated Christmas with dance, Santa and other activities during the special assembly. They enjoyed festive performances, spreading joy and holiday cheer.



Stakeholder Engagement



Sankranti Celebrations- Students celebrated Sankranti in a special assembly, showcasing traditions from different states. They learned about cultural diversity while enjoying performances and activities.



Stakeholder Engagement



Republic Day- Students participated in the Republic Day special assembly with patriotic performances. They celebrated national pride and learned about India's history and values.



Stakeholder Engagement



Sports Day- Students enthusiastically participated in the Annual Sports Day Zumba drill and obstacle races, showcasing energy, coordination and determination



Learning and Teaching- Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

Where we are in place and time

Central Idea:

Everyone has their own special place in the world

Lines of Inquiry:

- Function of various places in our daily life
- Relationships between people and the places they belong to
- Ways to take care of our special places

Specified Concepts:

Function

Connection

Responsibility

Additional Concepts:

Personal and public places

Maps and globes

Positions

Students will begin exploring the new unit “Where We Are in Place and Time: Place in the World.”

Through inquiry-based learning experiences, they will develop an understanding of their place in the world by making connections between the past and present, as well as local and global contexts.

This unit will encourage students to explore how places are connected, how people live in different parts of the world, and how our experiences help shape our understanding of the world around us.



Learning and Teaching- Month Ahead

TD Language:

In the month ahead, students will learn prepositions to understand position words such as *in*, *on*, *under*, and *between*. They will continue learning the diphthongs “oi” and “oy” through word reading and simple sentence practice. Students will also be introduced to P consonant blends (*pl*, *pr*, *bl*, etc.), where they will read, identify, and write blend words to strengthen their phonics skills. Children will continue reading ORT books, enjoy more story times, and explore a variety of books to build listening skills, comprehension, and a love for reading. They will also read non-fiction books on celebrations around the world, helping them learn about different cultures, traditions, and festivals while developing curiosity, cultural awareness, and open-mindedness.

TD Math:

Students will strengthen their understanding of place value through hands-on activities using concrete materials and visual representations. They will read and write numbers up to 500 and practice number names up to 70 through interactive spelling games, building confidence and accuracy. Students will explore measurement by learning about length, mass, and capacity through real-life activities using standard and non-standard tools. Learning will be integrated with the unit as students will explore maps and directions, applying number and measurement skills while identifying positions, distances, and directions such as north, south, east, and west.



Learning and Teaching- Month Ahead

Music:

Students will continue to practice vocal exercises in different scales using vowels, will be introduced to pitch, different instruments sounds and know more about tune/melody—an element of music, students will practice small world, happiness, honge kamyab, school prayer, National Anthem and demonstrate attributes of learner profile and approaches to Learning Skills.

PE:

Students will explore kicking by learning different types of kicking, stopping, and passing skills. They will also explore basic gymnastics skills, including basic body shapes, jumping, and rolling. Through these activities, students will develop as Risk-Takers by trying new movements, Communicators by sharing ideas and cooperating with peers, and Caring learners by showing respect, encouragement, and support for others during physical activities.

Dance:

Students will be learning different elements of dance like group dancing , coordination, different patterns of hand and leg movements, uses of prop, formations and they will also explore how to overcome stage fear and expression through dance. As part of integration in the unit celebrations, students will also learn a dance related to the unit theme and culture, specifically a Goan dance.



Learning and Teaching- Month Ahead

Art:

In the coming month, PP2 students will engage in tear and paste activities to strengthen fine motor and hand-eye coordination while exploring integrated concepts such as shape, space, texture, and choice-making through creative expression.

Puppet-making activities will further support integrated learning by connecting visual arts with language, social interaction, and emotional expression. Through imaginative play and storytelling, students will communicate ideas, collaborate with peers, and build confidence in sharing their thoughts.



Action taken by students



Students took action by showcasing Indian states through maps and participating in a food stall, demonstrating independence and responsibility. They explored rotation and revolution through 3D models and growing tomatoes and reinforced their understanding of the water cycle through experiments and clay modelling, applying their learning to real-life situations.

Action taken by students



Students took action by showcasing Indian states through maps and by participating in a food stall, demonstrating independence and responsibility. They explored the concepts of rotation and revolution by making 3D models and strengthened their understanding of the water cycle through experiments and clay modelling, applying their learning to real-life contexts.

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/>

